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ABSTRACT

This teacher's guide is designed for use in presenting a five-unit course in effective communication that is part of a life skills series intended to help students become more self-sufficient in their personal and professional lives. The course's five instructional units cover these topics: understanding communication, improving communication, using words correctly, developing written communication, and writing business letters and reports. Each unit contains some or all of the following: performance objectives, suggested activities for instructors, handouts, information sheets, supplements, transparency masters, instructional supplements providing suggestions for teaching basic skills and problem solving, job sheets, written tests, and assignment sheet and test answers. Academic skills training is combined with life skills training throughout the instructional materials, and a system of icons has been used to help instructors identify activities into which training in the following basic skill areas has been infused: reading, science, creative thinking/problem solving, writing, oral communication, employability, math, interpersonal skills, and social studies. (MN)

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Effective Communication

Developed by the
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Oklahoma Department of Vocational and Technical Education

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Effective Communication

TABLE OF CONTENTS

Unit 1 . . . . Understanding Communication

Unit 2 . . . . Improving Communication

Unit 3 . . . . Using Words Correctly

Unit 4 . . . . Developing Written Communication

Unit 5 . . . . Writing Business Letters and Reports

FOREWORD

The Life Skills series was previously published as Successful Living Skills. The series has been substantially revised and modernized. Life Skills was written to help people become more self-sufficient in their personal and professional lives. The series contains ten modules, covering a range of subjects from *Effective Communication* to *Basic Automotive Responsibilities*. Each module takes students through the important areas within the subject matter to develop a basic working knowledge.

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Oklahoma Department of Vocational and Technical Education

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ACKNOWLEDGEMENTS

The revision of *Effective Employment Practices* and the other modules in the Life Skills series (previously published as Successful Living Skills) was made possible through the efforts of a number of dedicated individuals.

Special thanks to Sue Hoevelman, Ed.D. and Judith Armstrong for their insight, writing and editing. Thanks also to Dia Burroughs for her editing efforts.

Thank you to the staff of the Oklahoma Department of Vocational and Technical Education's Curriculum and Instructional Materials Center: Word Processors Charlotte Tarkington, Brenna Tillman, Rose Primeaux, and Margie Kirkendall deserve a note of thanks for their work. Thanks to Terri Tomson, contracts secretary; Bob Davis and his staff in the Art Department; Darrell Stiles and the Warehouse staff; and Danny Darrow and the Print Shop staff.

The substantial revisions in this series could not have been made without the support and encouragement of John Friedemann, CIMC coordinator, and Dr. Lynna Ausburn, CIMC development coordinator.

Connie S. Romans
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Oklahoma Department of Vocational and Technical Education

OTHER MODULES IN THE SUCCESSFUL LIVING SKILLS SERIES

Managing Personal Matters

Effective Employment Practices

Successful Study Habits

Basic Automotive Responsibilities

Responsible Citizenship Practices

Development of Financial Skills

Successful Clothing Management

Effective Social Skills

Successful Human Relations

USE OF THIS PUBLICATION

INSTRUCTIONAL UNIT

Effective Communications contains 5 units. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, Suggested Activities for the instructor, Handouts, Information Sheets, Supplements, Transparency Masters, Job Sheets, Written Tests, and answers to Assignment Sheets and Written Tests, all of which are included in the instructor's edition. The student workbook includes the Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Written Tests may be duplicated for classroom use or *additional copies* may be purchased by calling 1-800-654-4502 or, in Oklahoma, 1-800-522-5810, ext. 589.

All of the unit components tie into measurable and observable learning outcomes. Instructors are encouraged to supplement these components with other resources in order to make them as responsive to local conditions and individual needs as possible.

Most units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the instructor will help him or her determine the following:

- Amount of material that can be covered in each class period.
- Skills that must be demonstrated.
  - Supplies and equipment needed
  - Amount of class time needed for demonstrations
  - Amount of time needed for student practice
- Supplementary materials, including print and non-print media, that must be ordered.
- Resource people who must be contacted.

Objective Sheet

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms. The unit objectives states the overall goal of the unit. It tells what the student should be able to do and what standard will be used to see whether the student can do it. Specific objectives outline the teaching sequence of the competencies required to meet the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Instructors should prepare for each unit by deciding how each objective could be best taught.

Instructors should feel free to modify, delete, or add objectives in order to meet the needs of the students and the community. When objectives are added, the instructor should remember to supply the needed Information, Assignment, and/or Job Sheets, and criterion-referenced test items.

Suggested Activities – Instructor's Edition only

The Suggested Activities section assists the instructor during the preparation stage of the teaching/learning process by providing suggestions for delivery, application, and evaluation during the instructional process. The instructor should read the Suggested Activities prior to introducing the unit to allow time to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the instructor will vary according to the particular unit.

References used in the development of each unit are listed in the "Suggested Resources" section, along with print and non-print media that may be used to teach the unit. These materials can be used by the instructor to supplement his or her knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Handouts – Instructor's Edition only

Handouts are supplemental material that is not testable or graded and is nice-to-know. Handouts provide the instructor with additional activities, fact sheets, art, controversial items, and extra practice sheets. They may also include items for the gifted or remedial student. Handouts are used at the discretion of the instructor.

Information Sheets

The Information Sheets provide "must know" content essential for meeting the cognitive objectives stated at the beginning of each unit. It serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective.

Students should read each Information Sheet before it is discussed in class. Space is provided in the margins for students and instructors to add notes that clarify and/or expand on the information provided.

The Information Sheets may include notes, cautions, or warnings. These should be discussed carefully and thoroughly. ☑ **NOTES:** are short verbal additions to the Information Sheet that provide nice-to-know and decision-making information. A note may tell the student what to watch for or to consider at a given step. It may explain when a step may not be applicable. Notes offer guidance that may help the student understand the process and do it more efficiently. **Cautions** are advisories that tell the student how to avoid causing minor personal injury or equipment damage. **Warnings** are advisories to the student used to avoid serious personal injury or death to the student, persons in the workplace, or users of the project or the procedure.

Supplements

Supplements include instructions that could be used for solving problems or reinforcing the enrichment of learning. The information presented in a Supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment or Job Sheets. While Supplements are not tested over directly, they may be used to assist in meeting the performance objectives.

Transparency Masters - Instructor's Edition only

Transparency Masters provide information in a special way. The students may see as well as hear the materials being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the Information or Assignment Sheets.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the students' attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

Assignment Sheets

Assignment Sheets provide students with information and exercises that address learning levels at or above the application level of Bloom's taxonomy. Assignment Sheets provide written exercises for instruction and practice of a specific objective. The introduction to the Assignment Sheet explains how the Assignment Sheet relates to the subject area and unit component for such information.

Job Sheets

Job Sheets are another important segment of a unit of instruction. The Job Sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

The instructor should demonstrate the procedure outlined in each Job Sheet. Furthermore, the instructor needs to localize the procedure according to the equipment and supplies available in the local lab or salon situation. Job Sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Written Tests — Instructor's Edition only

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. If objectives have been added, deleted, or modified, appropriate changes should be made on the test.

In order to measure and document student competency gains as required by the latest Carl Perkins regulations and as outlined in the Oklahoma-developed system of standards and measures, it is *absolutely essential* that the same test be used as a pretest and as a posttest. If you choose to use tests other than the ones included herein, be sure that the same instrument is used for each activity—pretest and posttest.

A detailed explanation of the Oklahoma plan for standards and measures and the Carl Perkins requirements are included in the CIMC publication, *Measuring Learning & Competency Gain: The Pretest/Posttest Approach.* This booklet and accompanying software designed to assist in calculating and recording student gains are available to all vocational teachers through the school's vocational testing liaison.

Answers – Instructor's Edition only

This component is designed to assist the instructor in evaluating student performance on Assignment Sheets and Written Tests.

PAGE NUMBERING

Each unit will be recognized by the unit number in Arabic numerals. Each unit in the publication begins with page 1. Each page number gives the component name, book title, unit number, and page number within the unit. Since CIMC publications are loose-leaf, this system of page numbering was recently adopted so that pages from different manuals would not get mixed up. The page number for the Objective Sheet in **Understanding Communication**, which is unit 1, would look like this:

OBJECTIVE SHEET - Effective Communication
CIMC - 1 - 1

METHODS OF DISSEMINATING MATERIAL

For best results, provide student materials for each student. Student workbooks contain Objective Sheets, Information Sheets, Supplements, Transparency Masters, Assignment Sheets, and Job Sheets. Tests are packaged separately for students, and can be stored until needed. Students should be allowed to take their materials home at the end of the course.

TEACHING METHODS

Keeping students motivated is a challenge. Supplement the objectives by providing the "why," personal experiences, and current information. If you are going to teach the material in a group setting, prepare for the unit by deciding the best way to teach each objective and allow for student input.

If you are going to follow the plan for individualized instruction, provide opportunities that will allow each student to become involved in planning for and being responsible for his or her own education.

BASIC SKILLS IN CURRICULUM

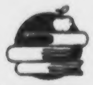
The CIMC has always been mindful of the importance of reinforcement (and sometimes remediation) of students' academic skills as they progress through vocational training, and has always included activities in its materials to enhance and promote use of these skills.

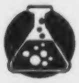
Recent state and federal legislation mandates vigorous basic skills development in vocational education in the wake of demands by industry that workers *must* be academically, as well as technically, competent, given the nature of the highly complex workplace. In response, the CIMC has taken the following steps to document that, indeed, the instructional materials *do* combine academic skills training with the vocational training. In addition, concerted efforts have been made to "beef up" or enhance the basic skills instruction already present. Following is a brief description of those processes.

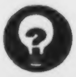
Basic Skills Icons and Enablers

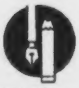
To assist teachers and students in identifying activities that promote basic skills development, the CIMC has implemented a marking system that uses simple graphic symbols, or icons, and a list of specific tasks, or enablers, to identify the basic skill or skills called for in each Job or Assignment Sheet.

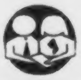
Each of the nine broad skills areas–reading, writing, mathematics, science, oral communication, interpersonal or relating, creative thinking and problem solving, employability, and social studies–is represented by an icon presented below.

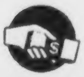

Reading

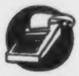

Science

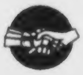

Creative Thinking/ Problem Solving

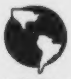

Writing


Oral Communication


Employability


Math


Interpersonal or Relating


Social Studies

When an activity involving one of these basic skills is identified, the corresponding icon is placed in the left-hand margin of the Job or Assignment Sheet. The basic skills training is further defined by retrieving the specific, or enabling, skill that is required by consulting a list of over two hundred and fifty enablers that has been compiled and grouped with each general basic skill. This enabling skill is placed directly below the icon.

As an example, an exercise that requires a student to conduct library research would make necessary the use of specific reading comprehension and research and reference skills. The basic skills that the exercise promotes would be depicted in the left-hand margin as follows:

ASSIGNMENT SHEET

PLANNING LIVING SPACE FOR HUMAN NEEDS

1

Name ______________________________ Score __________

OBJECTIVE 10

Define personal territory.

INSTRUCTIONS

Reading Comprehension
- Gain factual information

Functional Reading
- Follow written instructions
- Use content area vocabulary

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

- As discussed in objective 1, each person has an invisible "space bubble" or comfort zone. A comfort zone is the space between oneself and others that brings a feeling of well-being. When one's comfort zone is crowded or invaded, discomfort often results. Therefore, personal territory needs should be a prime consideration when planning living space.
- For each of the following situations, draw your estimated comfort zone around the figures provided.
- Indicate how many inches from your body the comfort zone extends.
- Consider how that comfort zone changes in different situations. Answer the questions that follow.

MEASURING STUDENT PERFORMANCE GAINS

When you examine this book, you will notice that separate written pretests are no longer included in the units of instruction. Each CIMC unit now contains only a single Written Test. This test should be used as **both** pretest and posttest by giving it once before students start a unit and again when they have completed the unit.

The reason for using a single instrument as both pretest and posttest is so that direct comparison of each student's competencies before and after instruction can be made accurately. This comparison enables precise calculation, documentation, and evaluation of student **performance gains**.

Accurate performance gains analysis is an important requirement of the new Carl Perkins legislation for vocational education. Teachers can make an important contribution to the performance accountability mandated by the new federal legislation by carrying out accurate performance gains analysis for their students and making this data available to students, parents, and administrators.

This analysis is easy to do and requires only simple calculations and record keeping. Detailed information regarding performance gains analysis is contained in the CIMC publication, *Measuring Learning & Competency Gains: The Pretest/Posttest Approach.* In addition, the CIMC has developed a computer program, CARL, which will perform all necessary calculations and will print out a record form of all information required for gain score analysis. Copies of CARL and the publication are available through your local testing liaison (in Oklahoma) or from the CIMC at 1-800-654-4502.

REQUIRED CRITERIA FOR A COMPETENCY-BASED EDUCATION PROGRAM

Criterion	**Discussion**	**CIMC component meeting criterion**
1. Instruction is based on clearly-stated learning objectives that are: a) observable and measurable, and b) communicated in writing to students before instruction begins.	Learning objectives drive CBE. Objectives are the "competencies" that learners must achieve. Each objective must clearly state what *learners* must *do* to demonstrate acquired skill or knowledge. Verbs in learning objectives are active and precise, stating the exact performance expected of learners. The objectives should also specify the standard or level of performance required. Objectives can be at any level of Bloom's Taxonomy and can include the cognitive, psychomotor, and affective domains. Higher-order cognitive skills should be included.	Objective Sheet
2. Instruction is aligned with the stated learning objectives	In CBE, the objectives specify what is taught. "Content" should relate to one or more objectives. The curriculum should cover all objectives with relevant information.	Information Sheet
3. There is a student evaluation system that is: a) criterion-referenced, and b) aligned to the learning objectives and the curriculum.	In CBE, the aim is to bring the performance of *all* learners up to a pre-defined standards and competencies. Learners work on each competency until they achieve "mastery"; the evaluation system should test and record this mastery. Learners can restudy and retest as often as needed. Specific remediation activities should also be available to learners when needed. The evaluation system focuses on what each student has achieved, not on what the instructor has "taught." The "constant" in CBE is student performance; the "variables" are time and resources. (This differs from traditional systems where learners get one chance at mastery; some succeed and some fail. In such systems, time and resources are constant and student achievement is variable.) If an evaluation is criterion-referenced, successful learner performance is defined by (or *referenced* to) mastery of pre-set objectives and standards (or *criteria*): there must be a careful match (or *alignment*) between what the student should master (objectives), what is taught (curriculum), and what is tested. Objectives, curriculum, and evaluation system must all match.	Written Test and Job Sheet/Skill Test

Criterion	Discussion	CIMC component meeting criterion
4. There is an observable management system of cognitive skill practice that provides for, promotes, and documents mastery learning.	For both cognitive and psychomotor skills, a CBE program must have a system of maintaining records of which skills and activities each learner has completed, which ones are in progress, and which ones have not yet been completed. Completion means "mastery"; no skill is completed until the learner has achieved the mastery level. The record system should promote feedback on student skill attainment to *both* instructor and learners, provide for remediation as needed, and encourage reevaluation of learner performance until mastery is achieved. Appropriate remediation strategies often should consider learning styles and other individual differences among learners. Learners should work on skills and activities until they achieve mastery. They should not be "passed on" without mastery. While learners may move ahead and work on other skills (i.e those for which all prerequisite skills have been mastered or those without prerequisites), work should also continue on the skills still requiring mastery. Students should not attempt higher-order skills until all prerequisite skills are mastered.	Assignment Sheet
5. There is an observable management system of psychomotor skill practice that provides for, promotes, and documents mastery learning.		Job Sheet/Skill Test
6. Skill mastery records are maintained for each learner, and learners have access to and make use of these records to monitor their skill acquisition.	Records should clearly indicate the skills each learner has mastered. One such record should profile or list the competencies that have been mastered and those to be mastered. Other performance indicators can be added and kept in a portfolio for each learner. Learners should have ready access to their portfolios to monitor their own progress in skill mastery and competency attainment.	Competency Profile

CORRECTIONS AND SUGGESTIONS

The Curriculum and Instructional Materials Center (CIMC) wants to provide vocational instructors and students with accurate and effective materials. Although the CIMC strives to maintain the highest standards of development and production, oversights sometimes do occur. If you find any errors in this or other CIMC publications, or have suggestions for improving their usefulness in vocational programs, please notify the CIMC staff. To do this, please identify the page(s) affected and write any comments to clarify the error or suggestion. Use the spaces below. Then, simply fold (bottom of page *upward*, top *downward*), secure, and mail.

This information will be used to correct the publication before the materials are reprinted. To ensure that the material is updated on a timely basis, notify the CIMC of necessary corrections as soon as possible after discovering the error.

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22

Effective Communication

Instructional Supplement

Reading

Science

Creative Thinking/
Problem Solving

Writing

Oral
Communication

Employability

Math

Interpersonal
or Relating

Social Studies

Reading Comprehension

- If students have difficulty gaining factual information:
  - Remind students that they probably read for many reasons. One of these reasons is to learn new information. The reason you have for reading helps determine the way you read.
  - Have students discuss the different techniques they use when reading. Lead the discussion so that students realize that, when they read for fun, they may read quickly; they may skim some parts and read others more carefully. Reading for facts requires more care.
  - Suggest that one technique found to be successful includes the following steps:
    - Identify in advance what it is you want to learn. Be certain that before starting to read, you have a clear understanding of what you want to accomplish. It sometimes helps to list the questions to be answered.
    - If the material to be read includes a table of contents, study it to get an understanding of how the material is organized.
    - Scan through the material noting headings, highlighted information, illustrations, etc.
    - Read the material carefully. Take notes or highlight as you read, listing or marking the information you want to learn. Note key words and ideas.
    - Study your notes/highlighted material. Ask yourself if you found all you wanted to learn. If not, read the material again or locate another source for the information.
  - Tell students that they should find a personal technique for reading to learn factual information.
- If students have difficulty analyzing cause and effect:
  - Remind students that in today's society, we often want to know why something happened. Often, if we examine what is to be done, we will be able to determine in advance the effect or result of the action. This can help us repeat successes and avoid mistakes.
  - Provide opportunities for students to practice recognizing cause-and-effect relationships by using examples and questions like the following:

    - Melissa practiced many hours and won the contest. Why did Melissa win the contest? (She practiced many hours.) What was the result of practicing? (She won the contest.)

    - Phillip followed the directions carefully, so the model worked perfectly. What happened because Phillip followed the directions carefully? (The model worked perfectly.) Why did the model work perfectly? (Phillip followed the directions carefully.)

  - Introduce "cause-and-effect analysis." Define it as a systematic tool for looking at effects and the causes that create or contribute to them. State that cause-and-effect analysis can be used (1) to identify and verify factors which are causing a problem, or (2) to identify factors that must appear in a successful solution to a problem (effect).

  - Use the following steps for presenting cause-and-effect analysis:

    - Identify the effect to be analyzed. Write it out at one end of a large sheet of paper, or on the chalkboard. (Think of the effect as the head of a fish. Cause-and-effect diagrams are also known as "fishbones," due to their shape, or Ishikawa diagrams, after their inventor.)

    - Draw a horizontal line from the effect and across the paper or chalkboard. (This line becomes the "backbone" of the fish.) From this horizontal line, draw four slanting lines connected to the main line, two above and two below. (These lines are the "major bones" of the fish.)

    - At the end of each slanting line, write the classifications for the main factors that contribute to the effect: People, Procedures, Equipment, and Environment.

    - On each slanting line ("major bone"), ask students to identify the specific factors that may be causing the effect. Write the factors on the appropriate slanting line (People, Procedures, Equipment, or Environment) and parallel to the "backbone." Instruct students to use brainstorming or other method to identify these factors.

    - From the specific factors identified, ask students to identify the most significant factor(s). Then, have students gather more information to verify the factor's causal relationship to the effect.

  - After students become comfortable recognizing simple cause-and-effect relationships, have them create their own examples.

- If students have difficulty drawing conclusions:

  - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.

    - Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

    - Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

    - Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. In more complex situations, it is often a good idea to take notes about possible conclusions as you work.

- If students have difficulty reacting to written material:

    - Explain to students that, in order to be able to react effectively to written material, the reader should first have an idea of what he or she is looking for in the material.

    - Discuss ways in which written material can prompt a reaction by the reader. (For example, a written warranty or guarantee can stimulate a consumer's letter of redress.) Ask students for other examples.

Research and Reference

- If students have difficulty selecting useful resources:

    - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

    - Help students learn how to locate each resource in libraries, resource centers, or media centers.

- If students have difficulty locating resources:

    - Review the different types of resources available to students. Have volunteers tell what kind of information can be found in each resource type. Have them discuss the types of projects on which each resource can assist.

    - Have students volunteer to tell how they would locate the resources discussed. (Be sure they know how to locate each resource in libraries, resource centers, or media centers.) Discuss the use of the library's card catalog or its computerized location system.

Functional Reading

- If students have difficulty following written instructions:
    - Discuss the possible consequences of not following instructions precisely.
    - Review the *importance* of following written instructions. Give appropriate scenarios when written instructions are not followed or are not followed completely and correctly.
    - Discuss the *relationship* between the order of written instructions and the appropriate outcome. Emphasize the need to follow written instructions in their proper order. Use examples where the order of instructions in a sequence is critical to the outcome of the task.
    - Explain to students that one of the keys to following written directions successfully is to read the directions completely before actually beginning to follow them. Doing this ensures that you will not be surprised as you work through the steps. It also gives you an opportunity to ask questions about steps you do not understand.
    - Tell students that, after they have read the directions and understand what to do, they should go back to Step 1 and follow the directions step-by-step (without skipping any steps). Remind students that it is important to follow steps in order, even if they think they already know what to do.

Language

- If students have difficulty using standard grammar, spelling, and capitalization:
    - Discuss the importance of using standard grammar and correct spelling, punctuation, and capitalization. Include the fact that it is more difficult to read and understand incorrectly-written materials, and that readers will take correctly-written materials more seriously.
    - List common errors in grammar, spelling, punctuation, and capitalization in materials written by your students. Review this list with the class or with individuals.
    - Help students to develop a checklist to use as they write, edit, and proofread. Each student can personalize his or her own checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest that the student keep a personal dictionary of frequently used or misspelled words.

  - Have students work with partners or in groups and review each others' writing. Allow time for students to discuss the comments with their partners or groups.

  - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for students to review, revise, or correct their writing.

- If students have difficulty stating ideas clearly:

  - Remind students to determine in advance the ideas they want to convey and the audience they want to reach. Audience analysis is very important in presenting ideas clearly and appropriately.

  - State that audience analysis begins early, such as when students are doing their research. They must describe their intended audience and decide how to best present their ideas to that audience. Options for communicating with the audience include written reports, charts, graphs, diagrams, etc. Explain how the audience influences the way in which the information is presented (such as very simple text with pictures, for children; a great deal of background information, for people who know nothing about or very little about the subject; or, little background but more complex information, for experts).

  - Have students work with a partner or in a small group. Provide time for them to share ideas with each other and make suggestions for making ideas clearer.

  - Remind students that careful preplanning and the use of correct grammar, spelling, punctuation, and capitalization are especially important if their ideas are to be clearly understood by the intended audience.

Composition

- If students have difficulty using complete sentences:

  - Remind students that complete sentences should be used in all writing assignments requiring paragraphs. Discuss what makes a group of words a sentence. Have students practice recognizing complete sentences using either exercises from any grammar/language arts text or self-prepared sentence activities.

  - Have students volunteer to compose complete sentences using words or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are complete. If not, have a volunteer rewrite them as complete sentences.

  - Review the definition of "sentence fragment."

  - Ask students for the three things needed for a complete sentence: subject, verb, and complete thought.
  - Create samples of complete sentences and sentence fragments. For each sample, ask students whether each is a complete or fragmented sentence. Ask whether each sample answers the questions "who or what did something?" and "what happened?" For those samples identified as sentence fragments, ask students for one or more ways of completing the sentences. Continue until you are sure that students are comfortable with this method for determining if a sentence is complete.
  - Stress the importance of using complete sentences in all "sentence or paragraph" style writing.

- If students have difficulty developing preliminary outlines:
  - Remind students that the outline serves as the framework or skeleton for their essay, report, etc.
  - Tell students that the outline is a starting point. It should be used to help them develop the flow of their project and serve as a guide for the writing that will follow. It does not have to be long or detailed. It should cover the main points to be covered in the essay, report, etc.

- If students have difficulty using topic sentences:
  - Remind students that paragraphs usually tell about one main idea and that most paragraphs should have a topic sentence that identifies the main idea. Even though the topic sentence is often the first sentence in the paragraph, it does not have to be. However, it should tell readers what they will read about and make them want to continue reading.
  - Have students volunteer to compose topic sentences using main ideas or topics you suggest. Write the sentences on the board. Have other students analyze the sentences to determine if they are topic sentences. If not, have a volunteer rewrite them.
  - Stress that writing good topic sentences makes their writing clearer and easier to read and understand. It also can help them keep their thoughts organized.
  - Review the characteristics of a paragraph: develops one main idea, contains a topic sentence, and is indicated by an indented first sentence.
  - Review the characteristics of a topic sentence: it usually appears as the first or second sentence in a paragraph, although it may appear in the middle or at the end; it tells the reader what the paragraph is about; and it is developed (expanded) by the other sentences in the paragraph.

    - Have students practice identifying the topic sentence in sample paragraphs. Ask them to support their choices in each case. (Choose sample paragraphs in advance that have topic sentences in different positions within the paragraph.) For each topic sentence identified, show how the topic sentence is developed by the other sentences in the paragraph.

- If students have difficulty using introductory/closing paragraphs:

    - Review the purposes of the introductory paragraph: to state what the composition is about, and to create interest. Explain that the introductory paragraph may begin with a question, a direct statement about the topic, or general background information. Discuss samples of introductory paragraphs.

    - Compare the terms "topic sentence" and "thesis statement" in terms of their purposes and positions within the introductory paragraph. Point out that topic sentences are broad, general statements, while the thesis statement is a very specific statement of what the composition is about (the main idea). While the topic sentence may appear in different places in a paragraph, the thesis statement is the last sentence in the introductory paragraph.

    - Review the purpose of the closing paragraph: summarizing what has been said in the body of the composition. Explain that in the closing paragraph, the writer may ask a question, take a stand, present an opinion, or rephrase the main idea (thesis statement). Point out that students should never include new ideas in the closing paragraph. Discuss samples of closing paragraphs.

- If students have difficulty composing essays:

    - List the steps that students should follow when writing an essay. These steps should include the following:

        - Identify the topic and the audience.

        - Decide what you must know about the topic. Then, write the questions that, when answered, will tell you what you want to know.

        - Identify sources of information for answering your questions.

        - Take notes, using the sources identified.

        - Write the essay from your notes. Write a first draft, then edit and revise the draft by asking if it contains all of the information needed.

        - Proofread the final draft for spelling, grammar, format, and any special requirements.

        - Make sure that the essay presents ideas clearly for that audience.

- If students have difficulty proofreading and editing:
    - Remind students that successful writing involves a step-by-step process of planning, composing, revising/editing, and proofreading. Explain that during the editing and proofreading stages, students should revise their first draft so that it says exactly what they want it to say. It is revised for clarity, organization, grammar, spelling, and mechanics. Suggest that, as students read what they have written, they should ask themselves if the reader will know what they are trying to say.
    - Help students develop a checklist to use while revising, editing, and proofreading. Each student can personalize the checklist by adding the items that present the most problems to him or her. If spelling is a problem, suggest keeping a personal dictionary of frequently used or misspelled words. Remind students to add any problem words to their dictionaries.
    - Suggest that as students write or proofread their own writing, they circle or mark places where they are unsure of the correct grammar, punctuation, capitalization, or spelling. Provide materials (English grammar/mechanics books or style guides) or class time for the students to use to review, revise, or correct their writing.
    - Present the standard proofreader's/editor's marks and discuss their use in the workplace. Create exercises for students to practice using these standard marks.
- If students have difficulty constructing graphics and symbols:
    - Remind students that interpreting a graphic is very similar to reading a page. Each part of the graphic or symbol has a meaning within the art.
    - Suggest that, when they have a graphic, chart, diagram, or table to interpret, they should carefully study the art and compare it to any similar pieces encountered. They should also study the key or any other information that will help in understanding the graphic.
    - Review the symbols being used. Discuss the purposes for each symbol. Discuss the importance of memorizing the symbols.
    - Discuss sample graphics and the purposes for each. Create or locate other examples of graphics and ask students to interpret them.
    - Explain the importance of correctly interpreting graphics and symbols. Describe possible consequences of incorrect interpretations.

Research

- If students have difficulty taking notes:

  - Remind students of the importance of note-taking to the preparation of the final product. Explain that, because notes are for the student's own use, students should develop their own note-taking style. It will also be easier to prepare the final product if students take notes in their own words (instead of copying directly from the original source).

  - Have students volunteer to discuss some of their own note-taking techniques. Suggest that others may wish to experiment with some of these techniques.

- If students have difficulty using note cards:

  - Distinguish between note cards and reference cards: *Note cards* allow the writer to record all of the information needed to produce a report or essay without making multiple trips to a library or other resource center. *Reference cards* record bibliographic information about the sources used for note cards. (One reference card may be created for a number of note cards.) Describe a scenario involving the use of note cards and reference cards to produce a report or essay.

  - Identify types of information that can be recorded on *note cards*: direct quotations, paraphrases, summaries, facts and figures, statistics, and others. Define each type, if needed.

  - Identify types of information to be recorded on *reference cards*: author (first name, last name, middle initial), editor (if there is one), source title and edition, place of publication, name of publisher, date of publication, and other information (such as volume number, etc.).

  - Provide some basic guidelines for using note cards and reference cards:

    - Use small, lined index cards (such as 4"X6") in order to limit the amount of information recorded on each card. (Larger cards may not force you to limit your information.)

    - Determine the types of information required by the audience; conduct audience analysis before beginning research.

    - On each note card, note only one item of information (one quote, one fact, one paraphrase, one summary, etc.).

    - On each reference card, write the author, source name and page number. (You may have multiple note cards relating to each reference card.) This information is very important; you must credit the author for any direct quotations, paraphrases, or data used. Follow any required standard for creating bibliographies, such as the Gregg Reference Manual, the APA manual, and others.

    - Use a numbering system to organize note cards and to relate them to reference cards.

- If students have difficulty outlining material:
    - Define an "outline": an outline is a general plan, without details or specifics. Discuss the position of outlining in the writing process and emphasize its importance.
    - Compare (1) the roman numeral and alphabetical outline format with (2) the decimal outline format.
    - Using a sample report or essay, ask students to identify its underlying outline. Give examples of common types of outlines (essay, research report, proposal, etc.).
    - Discuss and/or demonstrate the "outline" feature of word processing software in use.

Functional Writing

- If students have difficulty completing forms and records:
    - Remind students to first decide what information is being requested. Examine the structure of the forms used. This saves time by identifying the needed information so that time will not be spent on unwanted information.
    - Tell students to plan responses carefully before putting them in a final form. If the responses call for sentence or paragraph information, it is always a good idea to write the response in rough draft form, then edit, proofread, and rewrite the draft in a final form. Stress the importance of accurate, legible records.

Oral Presentation

- If students have difficulty making informative presentations:
    - Emphasize the value of carefully plan what students want to say and how they want to say it.
    - Name an audience and a topic. Have students discuss ways to make an informative presentation to the audience about a given topic. Have them think about ways of relating the topic to the audience. Ask them how they would change the presentation if the audience were different.
    - Remind students that visual or audio materials sometimes help make presentations more informative and easier to understand.

- If students have difficulty presenting personal opinion/viewpoint:
    - Lead students to discover that the main reason for presenting a personal opinion is to influence others. In order to do this, and before they can form their own opinion, they must be informed. This makes research or fact-gathering necessary before presenting.
    - Suggest using note cards to list pros and cons of the subject. If note cards cannot be used during the actual presentation, they will still be helpful for organizing the information in the student's mind, and for reinforcing his/her knowledge.
    - Remind the students of the importance of voice control when making any type of presentation. Statements of opinion should be made in a well-modulated, firm, matter-of-fact voice. Excessive emotion in the tone or a sentence that sounds more like question will not convince people that you believe what you're saying. Demonstrate how the same sentence can sound like either a statement or a question, depending on the inflection used. Let volunteers demonstrate.
    - List two or three issues on the chalkboard. Have each student select one, and list pros and cons. Let volunteers state their opinion on each of the issues.
- If students have difficulty using good speaking techniques:
    - Demonstrate good speaking techniques: speak in a voice loud enough to be heard, but not loud enough to be offensive.
    - Suggest that students practice before doing the actual presenting. Practicing in front of a mirror helps many presenters.
    - Discuss the importance of knowing their data so that the speech is smooth, without long pauses or frequent "uh's." Remind students to stress important facts by slowing down or speaking louder. It is also good to repeat or summarize important points.
- If students have trouble selecting/using words effectively:
    - Remind students that using a variety of words and using specific words makes a speech more interesting and meaningful.
    - Remind students that words can have different meanings to different people, so they should choose their words carefully.
    - Ask students to close their eyes and visualize as you say certain words. Ask them what each word makes them see or think. Choose a variety of words that will bring vivid images to mind. Tell them that this demonstrates the power of the word.

  - Remind students of the power of the word and the effect word selection can have on the overall effect of their speech. Have them explain how these different word choices changed the meaning of the sentence. Use sentences such as the audience at the concert *cheered* wildly. Or, the audience at the concert *jeered* wildly.
  - Tell students that portions of some speeches are quoted long after the initial speech. Ask them to give examples of some famous quotes they remember.
  - Remind students that choosing the correct words for their speeches can enhance their presentation.
  - Remind students that a thesaurus is a helpful tool for selecting words.

- If students have difficulty using effective body language:
  - Remind students that sometimes body language says as much as, or more than, the words used. Have them discuss or demonstrate their knowledge of body language.
  - Discuss the importance of conveying the appropriate message when making oral presentations. Have a volunteer demonstrate body language that says "I am confident; I know what I'm talking about and should be listened to."
  - Discuss how body language is used in skits and in mime to convey the appropriate meaning.
- If students have trouble presenting an appropriate appearance:
  - Remind students that their appearance will have an effect on the overall perception of their presentation and that a professional appearance conveys the message of competence and confidence.
  - Ask students how they would view a person speaking on "dressing for success" who wore a ragged shirt, dirty jeans, and old tennis shoes.
  - Remind students that in the business world, they will probably be required to wear professional dress when making presentations.
- If students have difficulty integrating audio and/or visual materials in oral presentations:
  - Explain that audiovisual materials should support and reinforce the organization and content of an oral report.
  - Give examples of audiovisual materials and instances in which each could be used effectively.

    - Review some basic guidelines for using audiovisual materials:
        - Use the appropriate materials for the purpose.
        - Be familiar with each item used.
        - Use audiovisual materials to support and reinforce the organization and content of the report.
        - Avoid using too many audiovisual materials.
        - Fit the materials naturally into the presentation.
        - Prepare high-quality audiovisual materials.

Listening

- If students have difficulty applying active listening skills:
    - Remind students that they spend much of their time listening to what other people are saying. Ask them if they have ever tried, unsuccessfully, to remember what someone said. Explain that this happens to almost everyone. Ask why they think this happens.
    - Discuss the importance of listening carefully and attentively to conversations, discussions, and interviews. Explain that students should always have a purpose for listening and should always keep that purpose in mind while listening. Suggest that they take notes or record interviews or discussions that they need or want to remember or use later.
    - Encourage students to become familiar with the subject matter before communication begins.
    - Have students practice listening to and repeating information.
    - Present some helpful guidelines for effective listening, such as being ready to listen, focusing on the speaker, and maintaining eye contact with the speaker.
- If students have difficulty drawing conclusions/making generalizations:
    - Remind students that when they analyze a situation, perform a job task, or even discuss a television show or movie, they will often be asked to demonstrate understanding by telling what happened and explaining why it happened.

- ☐ Provide opportunities for students to practice drawing conclusions by describing events, such as a group of people crowded around a table that has a decorated cake with lighted candles on it, and asking them to decide what is happening. Have them explain why they reached that conclusion.

- ☐ Provide opportunities for students to practice drawing conclusions. Present students with descriptions of events, or with photographs or drawings, and ask them to describe what is happening. Ask the student(s) to support each response.

- ☐ Remind students that before they can draw conclusions, they must carefully observe what is happening and think about why it is happening. Drawing conclusions and making generalizations require the use of active listening skills.

Interactive Communications

- If students have difficulty analyzing/applying nonverbal communication:

  - ☐ Explain the importance of nonverbal communication. State that, to fully understand someone's meaning requires paying attention to the person speaking in addition to the words spoken. Voice tone, facial expressions, gestures, and body language often communicate more than words do.

  - ☐ Discuss ways in which people communicate nonverbally.

  - ☐ Review signs of positive and negative nonverbal communication. Positive signs include: open palms, hands away from body, arms swinging freely; head held high, shoulders upright; relaxed and alert while sitting or standing; smile, pleasant expression. Negative signs include: clenched fist, crossed arms; drooping head and shoulders; frowning, raised eyebrows, clenched teeth; nail biting, pulling at hair or clothing.

  - ☐ Have students locate pictures or photographs of people from magazines or newspapers, or observe people communicating. Ask students to discuss the impressions they get from the body language and facial expressions used.

  - ☐ Discuss the impact of body language on communication in general. Then, choose specific business and other situations in which body language has a positive or negative impact.

General Relating

- If students have difficulty analyzing/applying nonverbal communication:
    - Discuss ways in which information can be communicated non-verbally, such as through facial expressions, tone of voice, body position, mannerisms, and movements.
    - Have students demonstrate non-verbal communication using scenarios that you create. Ask those students observing the scenarios to identify what is being communicated.
- If students have difficulty participating in group activities:
    - Remind students of the importance of cooperation and compromise when working in groups. Ask them what would happen to their favorite sports team or musical group if one of its members decided not to do his or her share.
    - Discuss possible methods of settling disputes or arguments in groups. Emphasize the importance of listening skills.
    - Give examples of types of groups with which students can expect to interact throughout their personal and professional lives.
- If students have difficulty applying information to life experiences:
    - Remind students that what they are learning in school should have some application to everyday life. Tell them that as they study new topics or subjects, they should think about how they will be able to use the information in their lives. Explain how the connection may be easy to identify (like studying how to budget money) or more difficult, because some subjects serve as the basis for other skills.
    - Relate selected subjects and topics that students have studied or are studying to their lives. (Being able to see a reason for studying often helps the student learn the information or retain it longer.)

Cognitive Activities

- If students have difficulty collecting/recording information:
    - Suggest that they first decide how and where the information will be collected and recorded. It is also very helpful to identify how the information will be used. Explain that it is always best to come prepared with pencil or pen and a preplanned sheet for recording the specific information to be collected. This preparation allows you to devote careful attention to your work.
    - Research and outline for students the steps in using any of the following "tools" for collecting/recording information: brainstorming, brainwriting, checksheets, interviewing, and surveying.
- If students have difficulty drawing conclusions:
    - Remind students that when they conduct an experiment, perform a job task, or discuss a subject, they will often be asked to draw conclusions. Give examples of such situations.
    - Explain that, before conclusions can be drawn, students must first observe carefully what is happening and why it may be happening. Suggest that, with complex experiments, a good set of notes taken while conducting the experiment can help in drawing conclusions.
    - Have students practice drawing conclusions. When possible, choose situations appropriate for the occupation or subject (such as an actual experiment, etc.). Or, use a general situation using photographs or a videotape without the volume. Ask students to state what is happening in each picture (their conclusion). Have students support their conclusions.
- If students have difficulty identifying/developing alternatives:
    - Look at the original item/solution requiring an alternative. Identify for students the criteria in the original that must also be met by any alternative.
    - Discuss the variables that could be changed to create an alternative.
    - To identify/develop alternatives, discuss the characteristics of an alternative. Ask which factors in the problem or situation create the opportunity for more than one possible choice. Have students brainstorm alternatives to a sample problem or situation that you create.

- If students have difficulty developing an action plan:
    - Define an "action plan." An action plan assigns specific tasks to individuals or groups and states the date on which these tasks must be completed.
    - State the purposes of action plans. Encourage students to write these points down for reference:
        - They set up logical steps for accomplishing objectives.
        - They show achievement milestones.
        - They assign ownership to individuals and empower them.
        - They provide a basis for cooperation and recognition.
        - They describe how resources will be distributed.
    - Research and outline for students the steps in using any of the following "tools" for planning actions: flowcharts, PERT charts, and Gantt charts.
- If students have difficulty evaluating results/outcomes:
    - Help students define what the expected outcome will be before they begin the project. If they have a clear idea of what to expect, they will be more able to evaluate the results.
    - Help the students establish evaluative criteria on which to base the results of their project. Remind them that they need to establish the guidelines prior to the project in order to get an accurate evaluation.

OBJECTIVE SHEET

UNDERSTANDING COMMUNICATION

1

INTRODUCTION

Communication, an everyday activity, can be effective or ineffective depending upon the level of communication skills you have developed. Just as any other skill can be developed, so can the communication skills of speaking, reading, writing, and listening. By understanding the levels, purposes, methods, and problems of communication, you can become a more effective communicator.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with understanding communication to their correct definitions.
2. List purposes of communication.
3. Arrange in order levels of communication.
4. Distinguish between verbal and nonverbal communication methods.
5. Distinguish between constructive and destructive communication.
6. Categorize gestures as positive or negative.
7. Assess the effects of nonverbal factors on communication. (Assignment Sheet 1)
8. List causes of communication problems.
9. List negative behaviors that may result from poor communication skills.
10. Analyze voice qualities. (Assignment Sheet 2)
11. Rate personal communication skills. (Assignment Sheet 3)
12. List types of media.
13. Select from a list functions of media in communication.

14. Discuss the importance of visual aids in communication. (Assignment Sheet 4)

15. Match retention percentages to ways people learn.

SUGGESTED ACTIVITIES

UNDERSTANDING COMMUNICATION

1

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

  ☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with understanding communication to their correct definitions.

- Use Information Sheet, objective 1 to discuss basic terms associated with communication.
- Use Transparency 1 to emphasize that all communication is inherently two-sided. Give or elicit from the students various examples such as a conversation which has two active verbal participants; a play with multiple actors and many audience members, who respond nonverbally with applause or silence; or a book through which a writer communicates with unknown readers from whom he or she expects no direct response.
- Have the students complete Supplement 1. Use their work as a basis for discussing the effect preconceived ideas have on communication.

Objective 2: List purposes of communication.

- Use Transparency 2 to focus attention on the basic mechanics of communication.

- Use Information Sheet, objective 2 to present reasons why people communicate.

- Have the students suggest examples for each listed purpose of communication.

- Have the students think back to conversations they have had or heard in the past 24 hours. What were the primary purposes of the conversations?

Objective 3: Arrange in order levels of communication.

- Use Information Sheet, objective 3 to present the different levels of communication.

- Use Transparency 3 to help the students visualize the progression of levels.

- Ask the students to write for 15 minutes on whether or not they agree with the levels shown in Transparency 3. Stress that they base their opinions on factual experiences. Have a few individuals read and defend their opinions.

- Ask the students to remember again the conversations discussed in objective 2. Did people seem to be actually telling about themselves in their conversation? How much was small talk, role playing, seeking to impress, or saying what the person felt ought to be said? On what level was most of the talk? Have the students give examples of what they heard.

Objective 4: Distinguish between verbal and nonverbal communication methods.

- Use Information Sheet, objective 4 to discuss verbal and nonverbal methods of communication.

Objective 5: Distinguish between constructive and destructive communication.

- Use Information Sheet, objective 5 to discuss constructive and destructive communication.

- Have the students recall messages of each type of communication that they have received. Write one or two examples of each type on the board, noting in detail which words or phrases were negative or positive. Have the students discuss which type of communication they think is more effective and why.

Objective 6: Categorize gestures as positive or negative.

- Have the students brainstorm for five minutes the names of emotions they can remember feeling in the past week. Once you have a list of approximately 25 different emotions, ask the students to copy the list and check the emotions that they have actually expressed verbally in the past week. Discuss why emotions are sometimes felt but not expressed. Encourage the students to describe the situations which caused their various emotions.

- Using the same list, discuss how each emotion might be expressed nonverbally. For example, if you say someone appears angry, how do you know? What does the person do that indicates anger? Have the students brainstorm to compile a list of positive and negative gestures. (Use Information Sheet, objective 6 only as a backup to their list.)

- Use Information Sheet, objective 6 to categorize gestures as positive or negative.

- Use Supplement 2 to allow the students to role play situations which involve the use of positive and negative nonverbal cues or body language. Class members may suggest scenarios other than those included in Supplement 2.

Objective 7: Assess the effects of nonverbal factors on communication. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1 to explore some of the effects of nonverbal communication.

Objective 8: List causes of communication problems.

- Use Transparency 4 to focus attention on communication problems.

- Use Information Sheet, objective 8 to discuss causes of communication problems.

- Encourage the students to contribute examples of misunderstandings which caused either humorous or serious incidents. How were the problems in communication resolved?

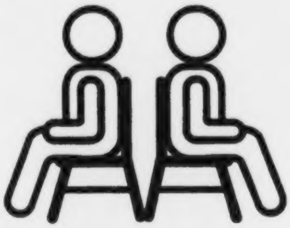
- Use the following exercise to demonstrate some of the barriers to effective communication.

    - ◻ Gather and set up the following equipment.

        - ▸ Chairs for everyone participating

          ☑ **NOTE:** The chairs will be set up in pairs, back to back, with one chair facing a board. If possible, set chairs far enough apart so that the participants cannot observe one another.

          EXAMPLE:



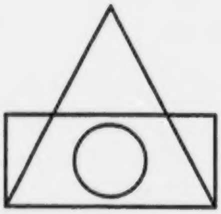
Back-to-back chairs

Chalkboards

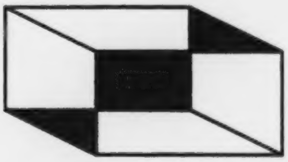
        - ▸ Board

        - ▸ Geometric drawing on the board

          EXAMPLE:



or



          ☑ **NOTE:** Until the participants are divided into pairs, cover the drawing so that no one can see it. Only one person in each pair may see this drawing.

        - ▸ Paper and pencil for each couple

    - ◻ After you have correctly arranged the chairs, have each participant choose a partner. One is to be the sender of the message; one is to be the receiver. The sender will sit in the chair facing the board, with the receiver sitting behind, facing the opposite direction. The receiver may not talk or ask questions.

☐ When everyone is in position, unveil the drawing and instruct the senders to tell their receivers how to draw the same illustration on their paper.

☐ After the receivers have completed their illustrations, stimulate discussion by asking the participants the following questions.

  - What problems did the senders encounter?
  - What problems did the receivers encounter?
  - Would it have helped if either could have asked questions, or if the receiver could have given feedback?

☐ If time permits, reverse roles; the sender will now be the receiver and vice versa; change drawings, and repeat the process *allowing the receiver to ask questions.*

☐ After the new receiver and sender have completed their instructions and illustrations, ask for discussion on how the communication was improved by feedback.

Objective 9: List negative behaviors that may result from poor communications skills.

- Use Information Sheet, objective 9 to discuss negative consequences of the inability to communicate adequately with others.
- Encourage the students to supply further examples of the behaviors listed or additional behaviors they think are linked to communication problems.

Objective 10: Analyze voice qualities. (Assignment Sheet 2)

- Have each student present a three-minute talk to the class. Record the talks for use in Assignment Sheet 2. Have the class analyze each speaker's talk, noting the communication level, constructive and destructive communication, and positive and negative gestures used.
- Ask the following general questions. What surprised you most about hearing your voice on tape? What voice quality do you like most? What voice quality will you try to improve?

  ☑ **NOTE:** Take care not to embarrass individual students.

- Have the students complete Assignment Sheet 2.

Objective 11: Rate personal communication skills. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

Objective 12: List types of media.

- Use Information Sheet, objective 12 to discuss types of media.
- Teach the use of commonly used audiovisual equipment such as an overhead projector, slide projector, 16 mm film projector, tape recorder, video cassette recorder.
- Have a local printer or copy service give a brief presentation of the services available.
- Have a speaker from a university audiovisual department present a brief report of services available to the students and faculty.
- Arrange a tour of a local radio or television station.

Objective 13: Select from a list functions of media in communication.

- Use Information Sheet, objective 13 to discuss the functions of media in communication.
- Ask the students to examine radio and television news shows, documentaries, and advertising for examples of the media functions listed. Have them report their findings to the class.

Objective 14: Discuss the importance of visual aids in communication. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

  ☑ **NOTE:** Have several students volunteer to do their drawings on the board for Part 1 as a way of making the exercise a shared experience.

- Use Transparency 5 to help students visualize a printed definition.

Objective 15: Match retention percentages to ways people learn.

- Use Information Sheet, objective 15 to discuss retention percentages of ways people learn.

- Use Transparency 6 to focus attention on the importance of the method of instruction.

- Ask the students to relate times they have learned by doing something, both inside and outside a formal classroom.

- Use the following activity to illustrate communication skills necessary in teaching.

  - ☐ You, the instructor will role play the part of an employee being trained. A volunteer from the class will be the employer teaching you a task. No questions can be asked during the role play. Lay a jacket on the table. The student is to teach you how to put on the jacket using verbal communication skills learned in this unit. You have never seen a jacket before. You do not know the pocket from the collar. Be a slow learner so that the student will have to use good communication to get the job accomplished.

  - ☐ Discuss the following with the class: One danger of communication is assuming that employees or co-workers have the same background knowledge we have and that they understand the words we are using. What is common, everyday vocabulary to us may be quite foreign to a new employee. What is a "simple" task to us may be difficult to someone else. One-way communication is a common fault. We do the "lecturing," assuming that the receiver is understanding every word we say. We do not allow questioning. Minimal progress is made with this type of communication.

  - ☐ Repeat the task of teaching the instructor to put on the jacket. This time the instructor, playing the role of the employee, is to interact with the employer by asking questions to clarify the message.

    ☑ **NOTE:** The task will be accomplished more easily with this type of communication. Feedback allows the speaker to gauge the listener's progress and understanding.

  - ☐ Discuss with the class ways in which communication was improved by encouraging the listener to ask questions that clarify the message.

  - ☐ Discuss how a visual demonstration would have been an effective way to teach. Show how much quicker and easier the learner could have mastered the task with visual aids.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Satir, Virginia M. *The New Peoplemaking*. Palo Alto, CA: Science and Behavior Books, Inc., 1988.

- Wilson, Elaine. *Talking It Over: Communicating with Friends, Neighbors and Associates.* Oklahoma State University Extension Fact Sheet, T-2226. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1987.

Electronic Media

☑ **NOTE:** The following videotape is available to rent from Oklahoma State Audio Visual Center, Stillwater, OK 74078. To order, call: (405) 744-7212.

- *Communication By Voice and Actions.* VHS, 14 minutes, 1979. Catalog no. 167133. Coronet Films and Videos.

☑ **NOTE:** Non-verbal aspects of communication are examined in this video. Non-verbal principles: voice, body, hands, feet, shoulder, head, and eyes all have something to say when a speaker addresses an audience.

INFORMATION SHEET

UNDERSTANDING COMMUNICATION

1

OBJECTIVE 1

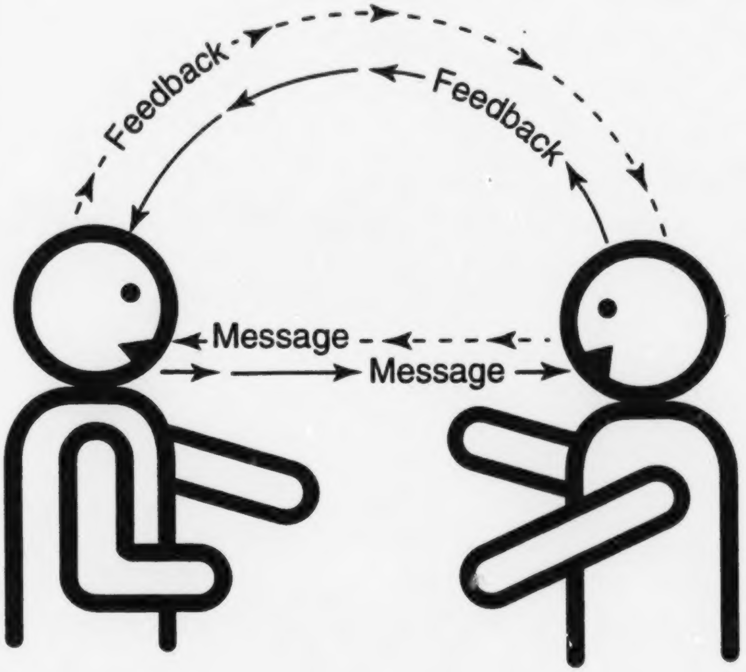
Match terms associated with understanding communication to their correct definitions.

- **assertive** — characterized by confident behavior
- **cliché** — trite expression or idea
- **colloquialism** — local or regional dialect
- **communication** — exchange of thoughts, feelings, and information by verbal and nonverbal messages
- **controversial** — marked by opposing views
- **conversation** — spoken exchange of thoughts, feelings, and information
- **facilitate** — to make something easier
- **gesture** — facial expression or body motion used to emphasize an idea
- **gossip** — second-to-lowest communication level; relating personal facts or rumors
- **intimacy** — the state of being closely associated emotionally
- **jargon** — technical language of a particular group
- **nonverbal** — non-spoken communication through posture, gestures, touch, or facial expressions
- **prejudice** — irrational opinion directed against something or someone
- **socialization** — interaction with a group and its members
- **values** — principles or beliefs
- **verbal** — involving words, not actions; expressed in speech

OBJECTIVE 2

List purposes of communication.

- Furnishing knowledge
- Building relationships
- Exchanging information
- Being social
- Solving problems
- Making personal needs and wants known
- Persuading someone to do, believe, or buy something



OBJECTIVE 3

Arrange in order levels of communication.

1. Having casual conversation

   EXAMPLE: Eric calls, "Good morning! How are you?" Ramonia responds, "I'm fine."

☑ **NOTE:** At this lowest communication level, no sharing of self occurs. The conversation is based on what is called *small talk*.

2. Reporting information

    EXAMPLE: Alicia announces to her family that Jim and Cindy are getting married.

    ☑ **NOTE:** At this second communication level, people do not share their ideas or feelings about events, but simply report them. Much of what is called *gossip* comes from this level.

3. Giving opinions

    EXAMPLE: As Cliff and LaWonda walk out of a business meeting, Cliff remarks, "I think Mr. Skinner should give the sales assignments earlier this week. That way there will be enough time to ask questions about any problems that we may have."

    LaWonda replies, "Well, I'm sure he thinks we're all smart enough to be able to figure them out."

    (Cliff takes her comment as rejection and quickly changes the subject.)

    ☑ **NOTE:** At this third communication level, one person tells his or her thoughts. As the example shows, this can lead to misunderstanding and be an obstacle to additional communication.

4. Telling feelings and emotions

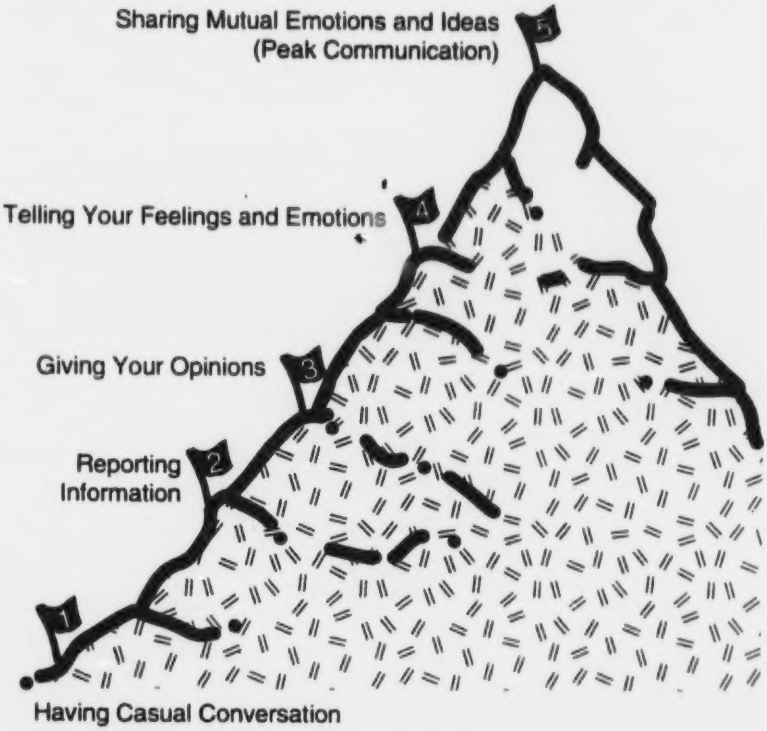
    EXAMPLE: Juan announces to his friends at work that he is leaving for a new job in another state. He tells his friends of his feelings of anticipation and also his fear of a new lifestyle.

    ☑ **NOTE:** At this fourth communication level, one person tells his or her feelings. Such an action can allow others to know you better and provide the first step toward reaching emotional intimacy.

5. Sharing emotions and ideas

    EXAMPLE: Bill and Natoshia spend their day doing yard work. After their work day ends, they go for a leisurely walk at the lakeshore. As they pause to watch the sunset, they begin to talk about their satisfaction with their work, their pleasure at the lake's beauty, and their joy at being together.

☑ **NOTE:** This highest, or fifth, level of communication is called *peak communication*. At this level, emotional and intellectual intimacy based on mutual openness and honesty occurs.


Sharing Mutual Emotions and Ideas
(Peak Communication)
5
Telling Your Feelings and Emotions
4
Giving Your Opinions
3
Reporting Information
2
1
Having Casual Conversation

OBJECTIVE 4

Distinguish between verbal and nonverbal communication methods.

- Verbal communication
    - ☐ Speaking
    - ☐ Writing

      ☑ **NOTE:** Write your communications to allow yourself more time to reflect.

    - ☐ Listening

      ☑ **NOTE:** Pay as much attention to others' communications as you do to your own. Be sure you understand them before responding.

    - ☐ Reading

- Nonverbal communication
    - Silences
    - Body language (posture, gestures, touch, facial expressions)

OBJECTIVE 5

Distinguish between constructive and destructive communication.

- **destructive** — messages that make people feel judged, guilty, or unworthy

  EXAMPLE: "Your overall test score was extremely low. Even the parts that you scored high on are not enough to bring your grade up to passing." (verbal)

  Frowning, pointing a finger, turning the body away from the speaker (nonverbal)

- **constructive** — messages that make people feel worthwhile

  EXAMPLE: "Although the overall score is low, you did score high on part of the test. Maybe I can go over your test with you tomorrow when we both have more time." (verbal)

  Smiling, shaking head in approval, leaning toward speaker (nonverbal)

OBJECTIVE 6

Categorize gestures as positive or negative.

- Positive
    - Confident gestures
        - Head held high
        - Shoulders upright
    - Relaxed gestures
        - Coat unbuttoned
        - Arms swinging freely

    - Friendly gestures
        - Smiling
        - Open palm
- Negative
    - Nervous or fearful gestures
        - Chewing on lip
        - Nail-biting
        - Cracking knuckles
        - Tugging at hair, collar, beard, or mustache
        - Blinking
        - Scratching
        - Clearing throat
        - Avoiding eye contact
        - Chain-smoking
        - Slumping shoulders
        - Drooping head
    - Aggressive or hostile gestures
        - Closed fist
        - Stabbing air with finger
        - Sharp intake of breath
        - Fixed stare
        - Hands on hips
        - Pouting
        - Frowning
        - Raised eyebrows
        - Arms folded tightly on chest

- Tight constriction of mouth
- Clenched teeth

OBJECTIVE 7 **Complete Assignment Sheet 1.**

OBJECTIVE 8 **List causes of communication problems.**

☑ **NOTE:** Sometimes physical barriers such as poor phone connections or bad handwriting cause communication breakdowns, but communication barriers are usually the result of sociological or psychological barriers.

- Failing to see a person as an individual

  ☑ **NOTE:** Value judgment, stereotyping, and prejudice prevent one from seeing another person as he or she really is.

  EXAMPLE: "All (Irish, Italian, Jewish, Indian, Baptist) students behave in certain ways."

  "All nurses are needle-happy."

- Failing to listen

  ☑ **NOTE:** Failure to listen causes a breakdown in communication. The listener fails to hear the real message or the essence of what the other person is saying if the listener is preoccupied with preparing a reply.

- Using clichés, automatic responses, colloquialisms, and jargon

  EXAMPLE: "Everything will be fine."

  "Have a nice day."

  "You know?" (As an ending to sentences)

  "Not to worry."

☑ **NOTE:** These methods of communicating may be used to avoid interaction with people. Jargon especially can make the speaker/writer appear thoughtless and arrogant when used without ensuring the receiver can understand.

- Allowing interruptions

  ☑ **NOTE:** Interruptions give the speaker the impression that the listener is in a hurry or that what the speaker is saying is not important.

- Failing to clarify comments

- Using limited vocabulary

  ☑ **NOTE:** Giving an example or clarifying what the speaker has said helps define terms and leads to understanding. Avoid jargon unless the audience will know the term, or define terms if your purpose is to teach new vocabulary.

- Assuming knowledge

  ☑ **NOTE:** Acting on a false assumption can cause misunderstanding or can prevent one person from getting to know another person more intimately.

- Lacking awareness of how others perceive us

  EXAMPLE: Some people have no idea what their tone of voice communicates to others. Also, nervous nonverbal habits, such as twisting hair, can be very distracting.

- Lacking self-confidence

  ☑ **NOTE:** Fear of rejection or ridicule prevents some people from communicating with others.

- Teachings from childhood

  ☑ **NOTE:** In some cases, people are taught from childhood not to express certain feelings and impulses. Some people are prohibited from crying, getting angry, discussing sex, and sometimes from showing love.

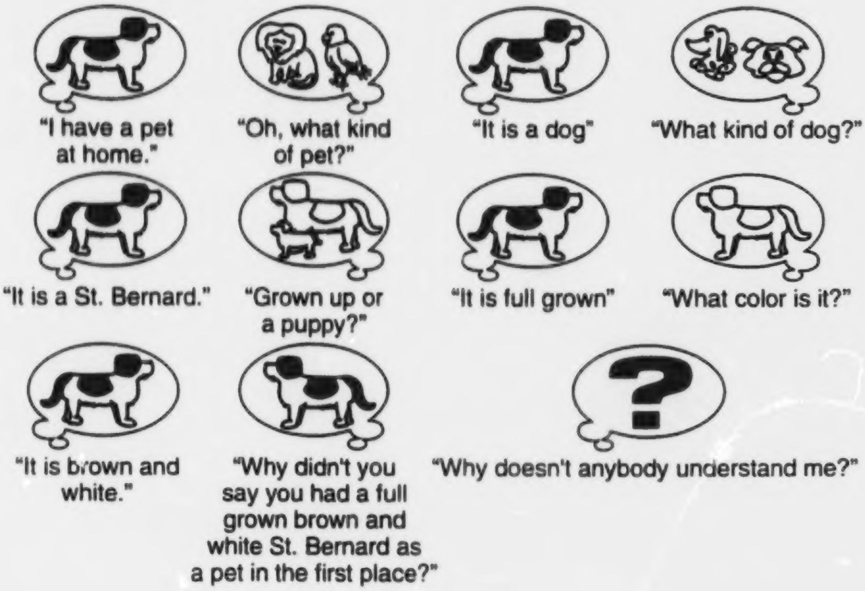
- Not hearing a message clearly

  ☞ **NOTE:** A message is not always understood exactly as intended. To ensure understanding, ask the receiver to repeat the message.

- Choosing points that support existing beliefs and ignoring those that do not

  ☞ **NOTE:** We resist new ideas or change, particularly if they conflict with what we already believe.

- Misinterpreting a message


"I have a pet at home."
"Oh, what kind of pet?"
"It is a dog"
"What kind of dog?"
"It is a St. Bernard."
"Grown up or a puppy?"
"It is full grown"
"What color is it?"
"It is brown and white."
"Why didn't you say you had a full grown brown and white St. Bernard as a pet in the first place?"
"Why doesn't anybody understand me?"

☞ **NOTE:** Words mean different things to different people.

EXAMPLE: "As soon as you can" means "right now" to some people, but "when you can do it without interfering with your work" to others. To ensure understanding, rephrase what you think the speaker meant to confirm or correct your interpretation.

- Interpreting a message in terms of our background and experience

  ☑ **NOTE:** Many times we prejudge people by our past experiences. We tend to stereotype people by characteristics.

- Interpreting a message in terms of our self-interest

  EXAMPLE: Shop Owner: Good news! That new inventory got delivered on time. (verbal)

  Shop Employee: Bad news! That means all of us work late tonight. (thought)

- Allowing moods to affect communication

  ☑ **NOTE:** If you are in a good mood, you communicate more effectively.

- Not stating a message clearly or specifically

  ☑ **NOTE:** Improper transmission of a message can cause confusion.

  EXAMPLE: "Bring the sirloin for five." (The family at a restaurant gets one sirloin among them.)

OBJECTIVE 9

List negative behaviors that may result from poor communication skills.

☑ **NOTE:** When unhappy people avoid direct confrontation with the source of their unhappiness, they may subconsciously punish themselves through self-destructive actions.

- Overindulgence

  EXAMPLE: Overeating, shopping, drinking, drugs, gambling

- Silence

  EXAMPLE: Withdrawal, self-absorption

- Dejection

  ☑ **NOTE:** When dejection becomes chronic, it becomes the medical disorder known as *depression*.

- Physical illness

  ☑ **NOTE:** Some illnesses may be related to or aggravated by emotional stress, such as that caused by unexpressed anger.

- Gossip

  EXAMPLE: Instead of telling a partner that you are angry about something he or she did, you tell others.

OBJECTIVE 10 **Complete Assignment Sheet 2.**

OBJECTIVE 11 **Complete Assignment Sheet 3.**

OBJECTIVE 12 **List types of media.**

- Audio material

  EXAMPLE: Tape recordings

  ☑ **NOTE:** Audio material is adaptable to either individualized instruction or large-group instruction.

- Visual material

  EXAMPLE: Slides, videos, transparencies, models, posters, computer software

  ☑ **NOTE:** Videos and computer software are the most popular forms of instructional material.

- Audiovisual material

  EXAMPLE: Films, television, videos, computer software

  ☑ **NOTE:** Audiovisual material combines seeing and hearing. The learner can usually control such material by starting or stopping the machine or by repeating the material at any time.

- Printed material

  EXAMPLE: Posters, manuals, booklets

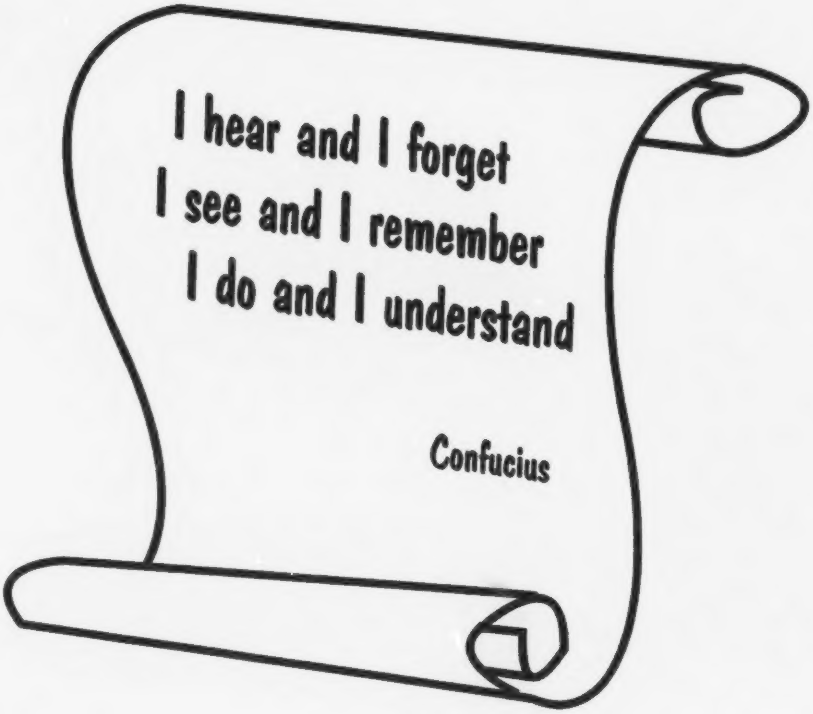
☑ **NOTE:** Printed material can be used anytime and anywhere. Such material allows the learner to progress at his or her own rate.

OBJECTIVE 13 **Select from a list functions of media in communication.**

- Provides diversity and variety in learning experiences
- Clarifies and simplifies complex concepts
- Directs the learner's attention to important points
- Explains details
- Raises questions
- Increases the opportunity for retention

OBJECTIVE 14 **Complete Assignment Sheet 3.**

OBJECTIVE 15 **Match retention percentages to ways people learn.**


I hear and I forget
I see and I remember
I do and I understand
Confucius

- **reading** — We remember approximately 10 percent of what we read.

  ☑ **NOTE:** Some people learn by writing, such as notetaking or rewriting notes, which can increase retention.

- **hearing** — We remember approximately 20 percent of what we hear.
- **seeing** — We remember approximately 30 percent of what we see.
- **hearing and seeing** — We remember approximately 50 percent of what we see and hear.
- **saying** — We remember approximately 70 percent of what we say.
- **saying and doing** — We remember approximately 90 percent of what we say and do.

Respond To Statements About Communication

INTRODUCTION

Communication is important because it affects the kinds of relationships that a person has with other people. Messages from friends and acquaintances sharpen relationships. Communication by radio, television, and newspaper keeps a person in touch with people all over the world.

INSTRUCTIONS

Part 1

Respond to the following statements about communication. Write a "T" in the blanks before statements that are true and an "F" in the blanks before statements that are false.

____ 1. It is possible to build a strong relationship without good communication.

____ 2. People should communicate with others only during problem times.

____ 3. Communication can occur in many ways.

____ 4. As long as you have conveyed your point, good communication has taken place even if the other person was not interested.

____ 5. Getting feedback from the person with whom you are communicating is very important.

____ 6. Only one way exists to communicate and that is verbally.

____ 7. When you meet someone in the hall and that person just glares at you and does not speak, this is a form of communication.

____ 8. Childhood teachings have much to do with communicating to another person.

____ 9. Good communication skills are important for children and adolescents as well as adults.

____ 10. Nonverbal communication consists only of facial expressions.

May be photocopied for student use.

Part 2

Use the following key to check your answers from Part 1.

1. F
2. F
3. T
4. F
5. T
6. F
7. T
8. T
9. T
10. F

Discuss in writing why the statements are true or why they are false, and give an example to support your belief.

1. ____
____
____

2. ____
____
____

3. ____
____
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4. ____
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5. ____
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6. ____
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7. ______________________________

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8. ______________________________

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9. ______________________________

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10. ______________________________

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Record Positive And Negative Communication Signals

INTRODUCTION

A large portion of a person's communication is done nonverbally. The way a person dresses, stands, walks, sits, smiles, and frowns conveys nonverbal communication.

One problem in interpreting body language is that it can be vague and misleading. Even more than verbal behavior, the message sent by nonverbal communication may not support the verbal message and can lead to misinterpretation. In the area of nonverbal communication, feedback is used even less than in a verbal exchange. Nonverbal and verbal communication should go hand-in-hand.

Nonverbal signals may be positive or negative, depending upon how the signals are sent.

INSTRUCTIONS

Part 1

1. Working with a partner, role play the following situations:

☑ **NOTE:** In each case, have the class discover what emotions the actors reveal and discuss how the actors signalled those emotions. Record the positive and negative communication signals observed in each case. Discuss whether the class feels the person receiving the signals got the intended message.

a. Two people accidently find themselves sitting together at a crowded movie, concert, or ball game. They must remain in the seats they have. They know each other slightly. Use few words to indicate how the two are likely to respond to each other, depending on the emotions each actor selects.

b. Two people enter an elevator on the ground level of a 15-story building. Both plan to ride to the 15th floor. They are strangers. Use few words to indicate how the two are likely to respond to each other, depending on the emotions each actor selects.

c. Two people are watching television in a living room. They are members of the same family. Use few words to indicate how the two are likely to respond to each other, depending on the emotions each actor selects.

d. Two people work together in the same room of an office building. They know each other well and do similar work. Use few words to indicate how the two are likely to respond to each other, depending on the emotions each actor selects.

May be photocopied for student use.

Part 2

1. Record the positive emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

Record the negative emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

2. Record the positive emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

Record the negative emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

3. Record the positive emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

Record the negative emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

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4. Record the positive emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

Record the negative emotions revealed, followed by the nonverbal clue that indicated the emotions.

______________________ ______________________

______________________ ______________________

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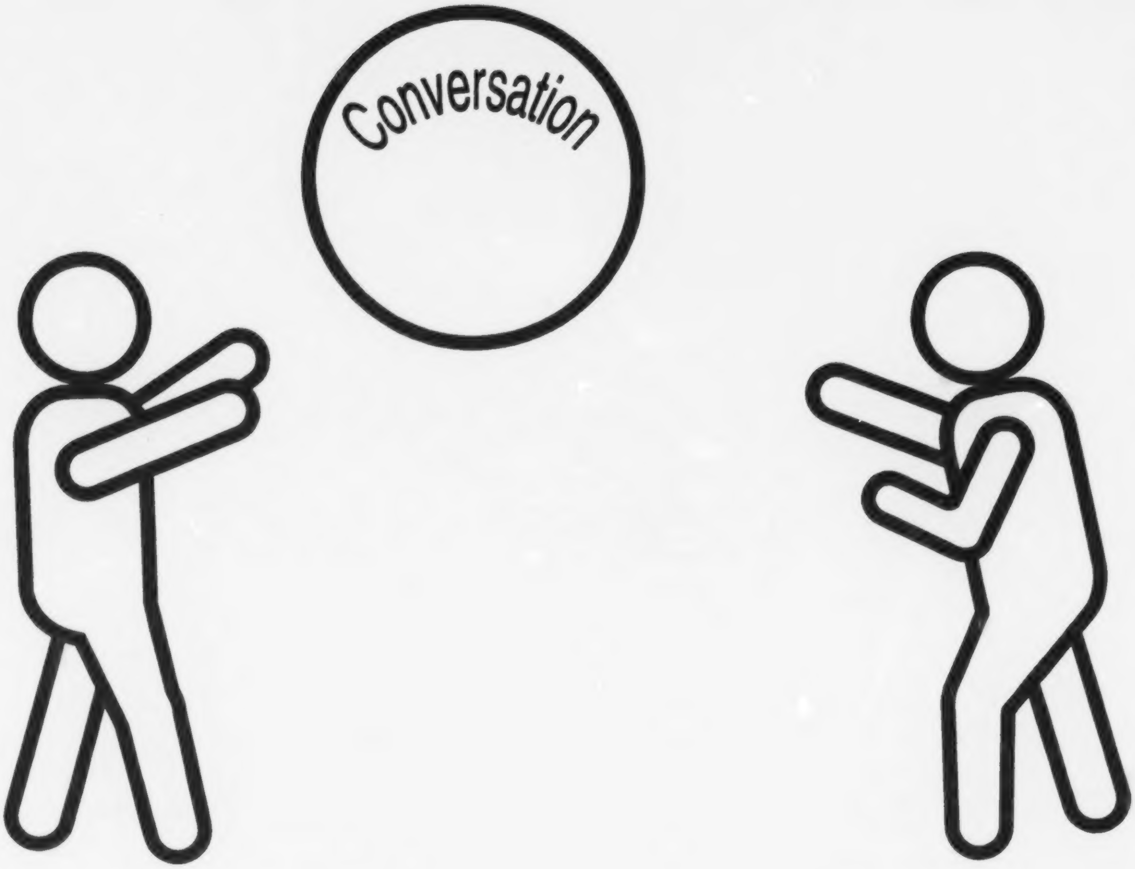
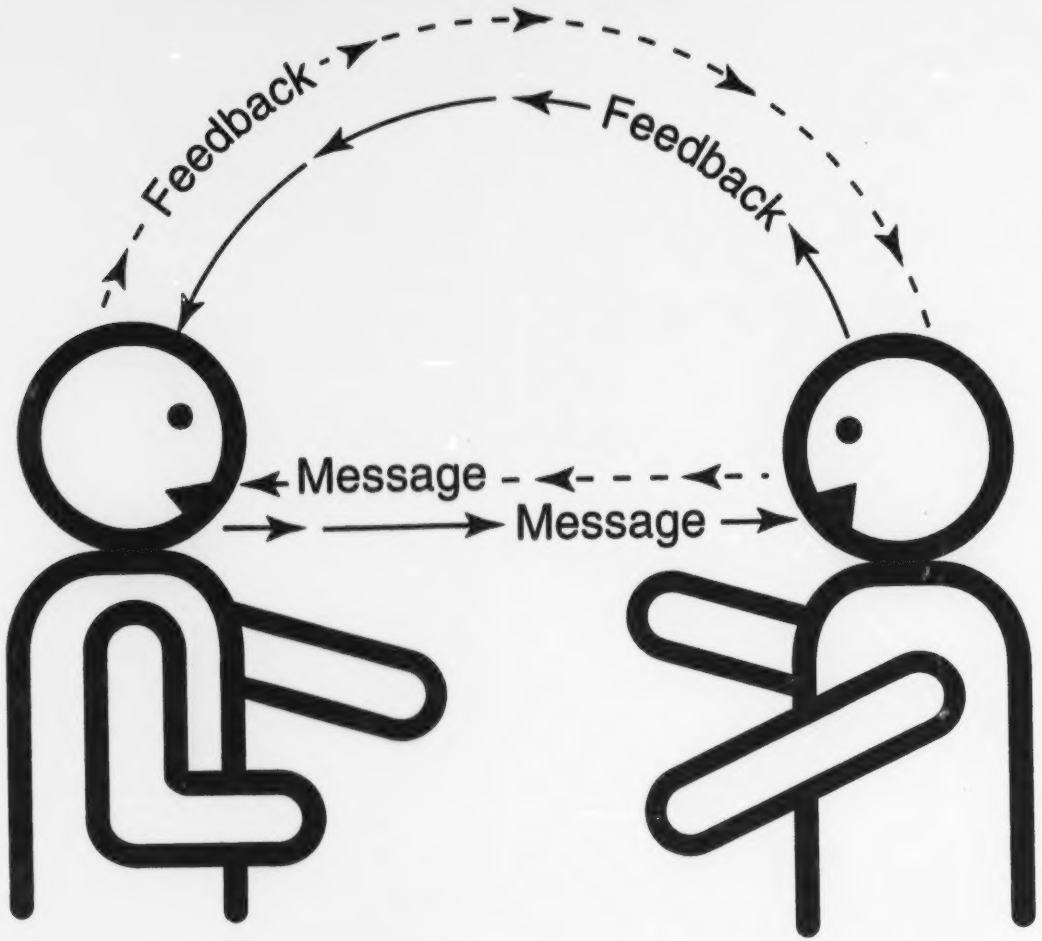
Two-Way Conversation



Conversation is like a ball: it must be exchanged, tossed back and forth.

Simple Communication


Feedback
Feedback
Message
Message

Both people in the communication process are senders and receivers.

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TRANSPARENCY MASTER 2 · Effective Communication
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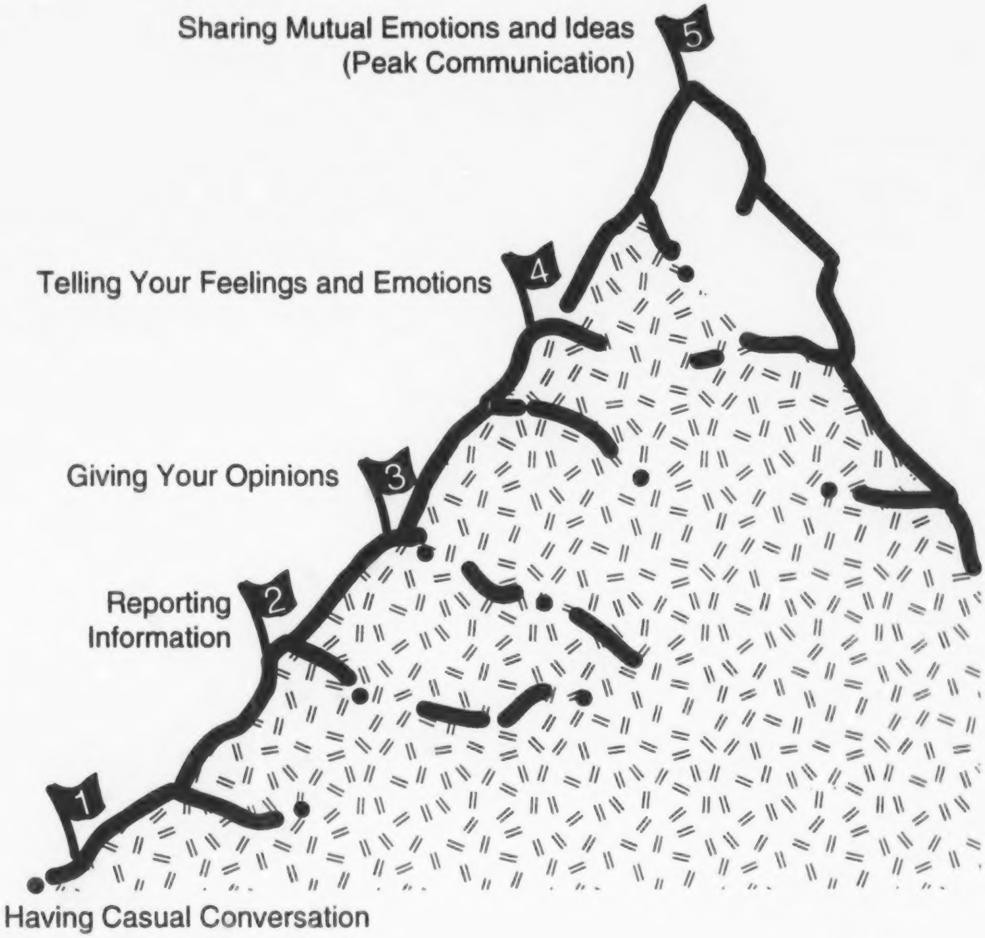
TM 2

How High Have You Climbed?


Sharing Mutual Emotions and Ideas
(Peak Communication)
5
Telling Your Feelings and Emotions
4
Giving Your Opinions
3
Reporting Information
2
1
Having Casual Conversation

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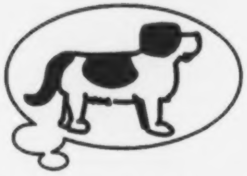
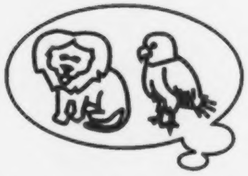
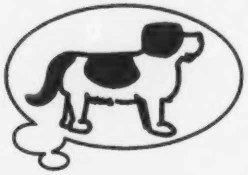
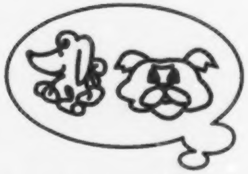
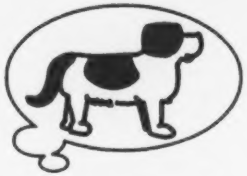
Communicating

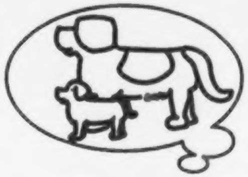

"I have a pet at home."

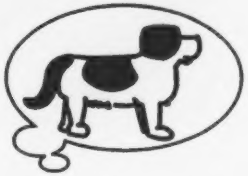

"Oh, what kind of pet?"

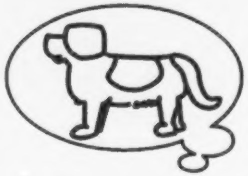

"It is a dog"

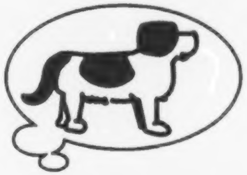

"What kind of dog?"

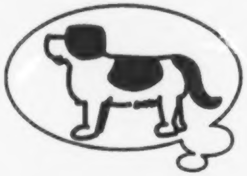

"It is a St. Bernard."

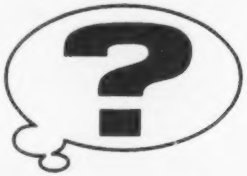

"Grown up or a puppy?"


"It is full grown"


"What color is it?"

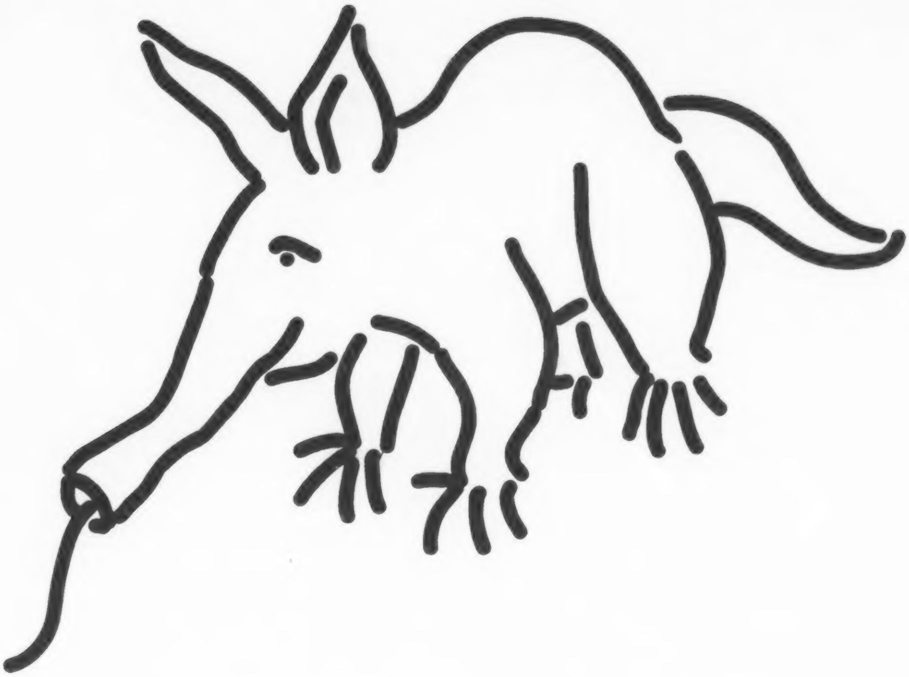

"It is brown and white."


"Why didn't you say you had a full grown brown and white St. Bernard as a pet in the first place?"


"Why doesn't anybody understand me?"

May be photocopied for student use.

Aardvark



May be photocopied for student use.

I hear and I forget
I see and I remember
I do and I understand

Confucius

May be photocopied for student use.

ASSIGNMENT SHEET 1

UNDERSTANDING COMMUNICATION

1

Name ______________________________ Score________

OBJECTIVE 7

Assess the effects of nonverbal factors on communication.

INTRODUCTION

Communication is so important in getting along with others that all people should know what it is and how to use it. All people think that they know how to communicate, but if they all communicate well, why do misunderstandings occur among friends, among married couples, and among nations?

When communicating with someone, the communicator's senses take in what the person looks like, how he or she sounds, what he or she smells like, and how he or she feels if touched. Depending upon what the brain reports, the communicator either feels comfortable or uncomfortable with that person.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

Oral Presentation
- Select/use words effectively
- Use effective body language

Listening
- Apply active listening skills

Interactive Communications
- Analyze/apply non-verbal communication

Complete the following communication exercise by choosing a partner and following instructions as given. You may choose a friend, classmate, or family member.

Part 1

1. Sit back comfortably in your chair and look at your partner. Notice each part of the face. See what the eyes, eyelids, eyebrows, nostrils, and facial and neck muscles are doing. Observe the skin color. Is it turning pink, red, white, blue? Observe the body size, form, and clothing. Observe your partner for 30 seconds. Now close your eyes and see if you can bring this person's face to your mind's eye.

   Open your eyes and record what you visualized.____________

   ____

   ____

   ____

2. Does your partner remind you of anyone else? ____________

   If so, who and why?

   ☑ **NOTE:** If your partner reminds you strongly of someone else, you could be confusing the person you are thinking of with the person in front of you. You may have reacted to your partner as you would react to the person of whom you are thinking. Should this happen, your partner will be confused about what is happening, and your assessment will not be accurate.

Part 2

1. Decide which partner will be A and which will be B. In the first exercise, A stands and B sits on a chair directly in front of A. Carry on a two-minute conversation. Now switch positions, and carry on another two-minute conversation.

   How did you feel when you were A? ____________

   How did you feel when you were B? ____________

2. Can you see the difference that the position of each person makes during communication? ____________

   Explain your answer. ____________

Part 3

Listening is perhaps the most neglected of the communication skills. Most people listen to others, but they don't *hear* what the others are saying.

1. For about four minutes, have your partner tell a story about something that happened during that day. Continually interrupt by making comments, asking questions, or trying to tell the story yourself. After four minutes, switch roles and allow your partner to interrupt.

   How did you feel when you were continually interrupted while trying to communicate?

   ____

   ____

   ____

   ____

   ____

2. Do you think that people who interrupt are rude? __________

3. How do interruptions affect communication?

   ____

   ____

   ____

   ____

   ____

   ____

   ____

Part 4

To communicate effectively, people must use both nonverbal and verbal communication techniques.

1. With your back to your partner, carry on a two-minute conversation. You may want to describe an object held in your hand and let your partner guess what it is you are talking about, or you may want to discuss something that happened to you on your way to school.

2. Did you have difficulty communicating without being able to see your partner?

   ____

   Explain your answer. ____________________________

   ____

   ____

   ____

3. Did you use any nonverbal skills during your conversation?

   ____

   If so, what were they? ___________________________

   ____

4. Do you think that it would have been easier to communicate to your partner by telephone?

   ____

   Explain your answer. ____________________________

   ____

   ____

   ____

82

ASSIGNMENT SHEET 2

IMPROVING COMMUNICATION

1

Name ______________________________ Score __________

OBJECTIVE 10 **Analyze voice qualities.**

INTRODUCTION Because 35 percent of our communication is verbal, it is important to know how we sound to others.

INSTRUCTIONS Analyze your voice qualities by listening to the tape recording of the three-minute talk you made earlier. Complete the rating scale below by placing a check (✓) in the appropriate column. Concentrate on improving the negative qualities you hear in your voice. Work on one problem at a time.

Oral Presentation
- Present personal opinion/viewpoint
- Use good speaking techniques
- Use effective body language

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

VOICE QUALITY	YES	NO	MAYBE/ SOMETIMES
Do you speak too loudly?			
Do people frequently ask you to repeat?			
Do you speak in the same tone continually?			
Do you speak in an artificial, unnatural, or affected voice?			
Is your voice high-pitched and shrill?			
Do you speak in long sentences that frequently lose their meaning?			
Do you speak in mushy tones as though you had something in your mouth?			
Do you use "uh," "OK," or "you know?" frequently?			
Do you talk "through your nose"?			
Do you talk in a whining or apologetic manner?			
Do you speak too fast or too slow?			

Do you mispronounce words frequently?			
Does your voice lose its force and expression at the ends of sentences?			
Do you run words together?			
Do you have an adequate vocabulary?			
Can you be heard clearly by all those in the room?			
Is your voice friendly?			

ASSIGNMENT SHEET 3

UNDERSTANDING COMMUNICATION

1

Name ______________________________ Score __________

OBJECTIVE 11

Rate personal communication skills.

INTRODUCTION

For good communication to take place, listening as well as talking must occur. When people think of improving their communication skills, they usually think about how to express themselves more clearly. Effective communication takes place only when the listener hears and receives the message in the same way the speaker means it.

INSTRUCTIONS

Rate your communication skills by answering the following questions.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Cognitive Activities
- Draw conclusions
- Identify/develop alternatives
- Develop an action plan

1. Do you listen to each word that is being said to you? __________

   Explain your answer. ______________________________

   ____

   ____

2. Do you listen only partly to what is being said because your mind is on what your reply is going to be? __________

   Explain your answer. ______________________________

   ____

   ____

3. Do you feel that you are a better communicator if you are standing and the person you are communicating with is seated? ______________________________

   Explain your answer. ______________________________

   ____

   ____

4. Are you a big user of "I" messages ("I" messages tell how a situation makes *you* feel)? ____________________

   Explain your answer. ____________________

   ____

   ____

5. Do you listen to the words that are being said and hear the meaning and the feeling behind the words? ____________________

   Explain your answer. ____________________

   ____

   ____

6. Discuss ways in which you could improve your communication skills.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

   ____

ASSIGNMENT SHEET 4

IMPROVING COMMUNICATION

1

Name ______________________________ Score __________

OBJECTIVE 14

Discuss the importance of visual aids in communication.

INTRODUCTION

Written communication and the spoken word can be misinterpreted and misunderstood by the receiver. Communication is a two-way process involving:

- What you mean to say
- What you actually say
- What the other person thinks he or she hears
- What the other person hears
- What the other person says
- What you think the other person says

Visual aids can enhance communication. The use of visuals strongly increases common understanding. Illustrate the importance of visual aids or mental imagery in communication by completing this Assignment Sheet.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Construct graphics and symbols

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

Part 1

The instructor will read aloud the following description taken from an encyclopedia. In the space provided, sketch or draw the kind of picture these printed words give you.

> The body is stout, with arched back; the limbs are short and stout, armed with strong, blunt claws; the ears are long; the tail is thick at the base and tapers gradually. The elongated head is set on a short, thick neck, and at the extremity the snout is a disc in which the nostrils open. The mouth is small and tubular, furnished with a long extensible tongue. The individual is large, measuring over six feet long. In color it is pale sandy or yellow; the hair is scanty and skin shows through.

Part 2

Answer the following questions.

1. Do you use mental pictures or actual pictures to enhance your communication skills? ______________________

   Why or why not? ______________________

2. What are some problems of written communication?

   ____

   ____

3. What are some problems of spoken communication?

   ____

   ____

4. Write one incident you recall in which a communication was misinterpreted or misunderstood?

5. How could the use of visual aids have prevented misunderstanding?

Comments:

WRITTEN TEST

UNDERSTANDING COMMUNICATION

1

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with understanding communication to their correct definitions. Write the correct letters in the blanks. Definitions are continued on the next page.

A. communication
B. gossip
C. assertive
D. controversial
E. prejudice
F. socialization
G. cliché
H. jargon
I. colloquialism
J. facilitate
K. values
L. intimacy
M. conversation
N. verbal
O. nonverbal
P. gesture

_____ 1. Principles or beliefs

_____ 2. To make something easier

_____ 3. Technical language of a particular group

_____ 4. Spoken exchange of thoughts, feelings, and information

_____ 5. Irrational opinion directed against something or someone

_____ 6. Marked by opposing views

_____ 7. Characterized by confident behavior

_____ 8. Expressed in speech

_____ 9. Local or regional dialect

_____ 10. Trite expression or idea

_____ 11. Interaction with a group and its members

_____ 12. Second-to-lowest communication level; relating personal facts or rumors

May be photocopied for student use.

____ 13. Exchange of thoughts, feelings, and information by verbal and nonverbal messages

____ 14. Involving non-spoken communication through posture, gestures, touch, or facial expressions

____ 15. The state of being closely associated emotionally

____ 16. Facial expression or body motion used to emphasize an idea

OBJECTIVE 2

List purposes of communication. Write four purposes in the blanks.

- ____
- ____
- ____
- ____

OBJECTIVE 3

Arrange in order levels of communication. Write a "1" before the first level, a "2" before the second level, etc.

____ A. Giving opinions

____ B. Sharing emotions and ideas

____ C. Reporting information

____ D. Having casual conversation

____ E. Telling feelings and emotions

OBJECTIVE 4

Distinguish between verbal and nonverbal communication methods. Write a "V" in the blanks before verbal methods and an "N" in the blanks before nonverbal methods.

____ 1. Speaking

____ 2. Silences

____ 3. Body language (gestures, touch, movement, facial expressions

May be photocopied for student use.

____ 4. Writing

____ 5. Listening

____ 6. Tone of voice

____ 7. Reading

OBJECTIVE 5

Distinguish between constructive and destructive communication. Write a "D" in the blanks before destructive statements and a "C" before constructive statements.

____ 1. You never can make it on time, can you? You're always inconsiderate.

____ 2. When you're late, I feel frustrated because I've been kept waiting. It helps me deal with this if you call to explain.

____ 3. As you redo this, ask yourself, "Would I purchase this?" "You want to buy high quality goods, and so do our customers."

____ 4. This work is so sloppy we'll never be able to sell it. Do it over.

____ 5. Why can't you think for yourself? Figure this out on your own.

____ 6. Please rethink this. After you've thought of possible solutions and chosen one, I'll be happy to discuss it with you.

OBJECTIVE 6

Categorize gestures as positive and negative. Write a "P" in the blanks before positive gestures, and an "N" before negative gestures.

____ 1. Open palm

____ 2. Nail-biting

____ 3. Head held high

____ 4. Scratching

____ 5. Avoiding eye contact

May be photocopied for student use.

_____ 6. Cracking knuckles

_____ 7. Chain-smoking

_____ 8. Closed fist

_____ 9. Clearing throat

_____ 10. Arms swinging freely

_____ 11. Hands on hips

_____ 12. Chewing on lip

_____ 13. Pouting

_____ 14. Coat unbuttoned

_____ 15. Shoulders upright

_____ 16. Smiling

_____ 17. Slumping shoulders

_____ 18. Arms folded tightly on chest

OBJECTIVE 7 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 8 **List causes of communication problems.** Write ten causes of communication problems in the blanks.

- ____
- ____
- ____
- ____
- ____
- ____
- ____

May be photocopied for student use.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 9 **List negative behaviors that may result from poor communication skills.** Write three negative behaviors in the blanks.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 10 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 11 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 12 **List types of media.** Write three types of media in the blanks.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 13 **Select from a list functions of media in communication.** Write an "X" before correct answers.

____ 1. Directs learner's attention to important points

____ 2. Raises questions

____ 3. Clarifies and simplifies complex concepts

____ 4. Makes the learner laugh

____ 5. Allows the learner to rest

May be photocopied for student use.

_____ 6. Provides diversity and variety in learning experiences

_____ 7. Explains details

OBJECTIVE 14 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 15 **Match retention percentages to ways people learn.** Write the correct percentage in the blanks.

Approximate Percentage Remembered

10 percent
20 percent
30 percent
50 percent
70 percent
90 percent

_______________ 1. hearing
_______________ 2. saying
_______________ 3. reading
_______________ 4. hearing and seeing
_______________ 5. saying and doing
_______________ 6. seeing

May be photocopied for student use.

ANSWERS

UNDERSTANDING COMMUNICATION 1

ASSIGNMENT SHEETS

OBJECTIVE 7

Assignment Sheet 1

Evaluated to the satisfaction of the instructor

OBJECTIVE 10

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

OBJECTIVE 14

Assignment Sheet 4

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. K
2. J
3. H
4. M
5. E
6. D
7. C
8. N
9. I
10. G
11. F
12. B
13. A
14. O
15. L
16. P

OBJECTIVE 2

Answers should include any four of the following:

- furnishing knowledge
- building relationships
- exchanging information
- being social
- solving problems
- making personal needs and wants known
- persuading someone to do, believe, or buy something

OBJECTIVE 3

A. 3
B. 5
C. 2
D. 1
E. 4

OBJECTIVE 4

1. V
2. N
3. N
4. V
5. V
6. N
7. V

OBJECTIVE 5

1. D
2. C
3. C
4. D
5. D
6. C

OBJECTIVE 6

1. P
2. N
3. P
4. N
5. N
6. N
7. N
8. N
9. N
10. P
11. N
12. N
13. N
14. P
15. P
16. P
17. N
18. N

OBJECTIVE 7

Evaluated on Assignment Sheet 1.

OBJECTIVE 8

Answer should include any 12 of the following:

- Failing to see a person as an individual
- Failing to listen
- Using cliches, automatic responses, colloquialisms, and jargon
- Allowing interruptions
- Failing to clarify comments
- Using limited vocabulary
- Assuming knowledge
- Lacking awareness of how others perceive us
- Lacking self-confidence
- Teachings from childhood

- Not hearing a message clearly
- Choosing points that support existing beliefs and ignoring those that do not
- Misinterpreting a message
- Interpreting a message in terms of our background and experience
- Interpreting a message in terms of our self-interest
- Allowing moods to affect communication
- Not stating a message clearly or specifically

OBJECTIVE 9

Answer should include any three of the following:

- Overindulgence
- Silence
- Dejection
- Physical illness
- Gossip

OBJECTIVE 10

Evaluated on Assignment Sheet 2.

OBJECTIVE 11

Evaluated on Assignment Sheet 3.

OBJECTIVE 12

Answer should include any three of the following:

- Visual material
- Audio material
- Audiovisual material
- Printed material

OBJECTIVE 13

1, 2, 3, 6, 7

OBJECTIVE 14

Evaluated on Assignment Sheet 4.

OBJECTIVE 15

1. 20 percent
2. 70 percent
3. 10 percent
4. 50 percent
5. 90 percent
6. 30 percent

OBJECTIVE SHEET

IMPROVING COMMUNICATION

2

INTRODUCTION

Developing good communication skills will help you express your thoughts, feelings, and information more clearly. Because your messages and receivers are constantly changing, you seldom have a chance to communicate the same message to the same audience twice. It is important, then, for you to communicate as effectively as you can.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with improving communication to their correct definitions.
2. Select from a list general ways to improve communication.
3. State ways of overcoming communication problems.
4. Respond with "I" messages. (Assignment Sheet 1)
5. Evaluate the use of nonverbal communication skills. (Assignment Sheet 2)
6. Devise a plan to improve listening skills. (Assignment Sheet 3)
7. Select from a list constructive ways to argue.
8. Discuss the procedure for introducing yourself.
9. Discuss the procedure for introducing others.
10. Discuss ways to acknowledge introductions.
11. Select from a list effective ways to carry on casual conversation.
12. Select from a list rules for using the telephone correctly.
13. Select from a list techniques for handling complaints.

SUGGESTED ACTIVITIES

IMPROVING COMMUNICATION 2

PREPARATION

- Review the unit and plan your presentation.

- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.

- Review the teaching suggestions, and plan classroom activities.

- Determine how you will schedule time for students to demonstrate competence in the required procedures.

- Order materials to supplement the unit.

- Order videos.

- Invite guest speakers.

  ☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with improving communication to their correct definitions.

- Give the students Supplement 1 to demonstrate how a preconceived idea can block simple communication.
  - Instruct the students to turn the page so that the arrow points toward them, and ask those who can read the illustration to raise their hands. Discuss as a class the following concepts:
    - Can everyone see the word *FLY*?
    - Preconceived ideas are common to most of us. Share with the class an incident in which such ideas may have caused you a communication problem.

  - Adults have more difficulty with this illustration than children do, perhaps because they have "learned" to read black print on white paper.

  - Ask students to discuss other barriers which cause problems in communication.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with improving communication.

Objective 2: Select from a list general ways to improve communication.

- Use Information Sheet, objective 2 to provide general suggestions for improving communication.

- Use Transparency 1 to focus on how empathy relates to these listed items: use "I" messages, maintain a pleasant tone of voice, avoid critical or sarcastic remarks, show respect for the listener, and build trust.

- Use Transparency 2 to highlight the techniques it covers.

- Have the students watch television dramas at home and report to the class which listed communication techniques they observed.

Objective 3: State ways of overcoming communication problems.

- Use Information Sheet, objective 3 to outline a method for overcoming communication problems.

- Have the students point out specific instances when teachers, employers, family members, or acquaintances have used these methods successfully.

Objective 4: Respond with "I" messages. (Assignment Sheet 1)

- Explain to the students that the facts in "I" and "you" messages are essentially the same. The difference is in the emotional focus and impact of the statements.

- Have the students complete Assignment Sheet 1.

Objective 5: Evaluate the use of nonverbal communication skills. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2. Discuss students' written responses.

- Have the class work in small groups to devise scenarios which give the students the opportunity to role play aspects of nonverbal communication such as facial expression, body language, and tone of voice.

Objective 6: Devise a plan to improve listening skills. (Assignment Sheet 3)

- Read the following directions to the class so that they can complete Part 1 of Supplement 2:

    - Box 1: Place a dot on the letter "i."

    - Box 2: Print the letters of the word "xerox" in the blank spaces.

    - Box 3: I saw a papa bull (PB), a mama bull (MB), and a baby bull (BB) in the barnyard. Circle the one that does not belong.

    - Four words are in a box. Circle the one that belongs.

    - Answers are "i," X E R O X, MB, cake.

- After discussing the answers as a class, have students complete Part 2 of Supplement 2.

- To complete Part 3 of Supplement 2:

    - Divide the students into two groups.

    - Have one small group form an inner circle with the second group becoming an outer circle.

    - Ask the students in the inner circle to discuss examples from their experiences of when "actions spoke louder than words."

    - While the inner group is discussing, have the other group observe the listening skills of inner-circle members.

    - Using the rating scale in Part 3 of Supplement 2, have outer-circle members rate at least three inner-circle members. (This rating can be done by name or anonymously, depending on your evaluation of the group's maturity.)

- Have students complete Assignment Sheet 3.

Objective 7: Select from a list constructive ways to argue.

- Stress that the point of arguing is to reach a resolution.

- Use Information Sheet, objective 7 to discuss how the points listed can help lead to the resolution of an argument.

Objective 8: Discuss the procedure for introducing yourself.

- Use Information Sheet, objective 8 to discuss how to introduce yourself.

Objective 9: Discuss the procedure for introducing others.

- Use Information Sheet, objective 9 to discuss the proper procedure for introducing others.

Objective 10: Discuss ways to acknowledge introductions.

- Use Information Sheet, objective 10 to discuss how to acknowledge an introduction appropriately.

- Have the students suggest situations in which introductions would be required. List their suggestions on the board. Have groups of two or three students role play for the class appropriate introductions for the listed situations.

Objective 11: Select from a list effective ways to carry on casual conversation.

- Use Information Sheet, objective 11 to cover effective ways to carry on casual conversation.

- Emphasize that a good conversation requires active participation both as a speaker and as a listener.

Objective 12: Select from a list rules for using the telephone correctly.

- Use Information Sheet, objective 12 to cover guidelines for using the telephone correctly.

- Have pairs of students enact simple two- to five-minute telephone conversations using the rules learned in class. Have the class observe and critique the conversations.

Objective 13: Select from a list techniques for handling complaints.

- Use Information Sheet, objective 13 to discuss techniques for handling complaints.

- Have the students relate experiences at work or school in which grievances were handled well or poorly. Be sure they give specific details about each situation, referring to the Information Sheet list of techniques.

- Have the students observe the courtroom behavior of judges and lawyers, either in public courts or on television shows. Have them relate how grievances and disputes are settled through careful listening and judicial procedure.

EVALUATION

Pretest

- Give the Written Test as a pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.

- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Halloran, Jack. *Applied Human Relations: An Organizational Approach*, 4th ed. (illus.) Englewood Cliffs, NJ: Prentice-Hall, Inc., 1991.
- Wilson, Elaine. *Talking It Over: Communicating With Friends, Neighbors and Associates*. Oklahoma State University Extension Fact Sheet T2226. Stillwater, OK: Cooperative Extension Service, Oklahoma State University, 1987.

Electronic Media

☞ **NOTE:** The following videotape is available to rent from Oklahoma State Audio Visual Center, Stillwater, OK 74078. To order, call: (405) 744-7212.

- *Communication By Voice and Action*. VHS, 14 minutes, 1979. Catalog no. 167133. Coronet Films and Videos.

☞ **NOTE:** Nonverbal aspects of communication are examined in this video. Nonverbal principles such as voice, body, hands, feet, shoulders, head, and eyes all have something to say when a speaker addresses an audience.

INFORMATION SHEET

IMPROVING COMMUNICATION

2

OBJECTIVE 1

Match terms associated with improving communication to their correct definitions.

- **ambiguous** — capable of being understood in more than one sense
- **empathy** — ability to share another's emotions and/or feelings
- **feedback** — evaluation returned by the receiver to the sender of a message
- **grievance** — circumstance that is grounds for a complaint
- **media (audiovisuals)** — instructional materials using sight and/or sound
- **message** — information communicated in speaking, writing, or signals
- **oriented** — directed intellectually and emotionally
- **preconceived idea** — opinion that is formed before actual knowledge
- **receiver —** listener or reader of a message
- **retention** — ability to store information in the mind
- **sender** — originator of a message
- **sensitivity** — ability to receive and respond to another's needs or experiences
- **solace** — consolation, comfort
- **stereotyping** — forming an oversimplified mental picture

  ☑ **NOTE:** Stereotyping is often a result of prejudice; defined in Unit 1.

OBJECTIVE 2 **Select from a list general ways to improve communication.**

Empathy

> Don't criticize a man until you
>
> have walked a day in
> his moccasins.
>
> An Indian Proverb

- Use "I" messages rather than "you" messages.

  ☑ **NOTE:** Use "I" messages when discussing confrontational topics. In these situations, using "I" makes the communicator responsible for the feeling being stated; whereas, using "you" seems critical and transfers the blame to others. In other situations, however, avoid overusing "I". In these cases, excessive use of "I" can make the communicator appear selfish and not listener-oriented.

  EXAMPLE: (Confrontational) "I'm concerned about the slow progress we've made on the project this month."

  (Nonconfrontational) "You may want to know what our progress has been this month. We're almost done!"

- Choose an appropriate time for communicating.

  ☑ **NOTE:** Interruptions can seriously damage the outcome of discussions.

- Indicate your honest wish to talk.

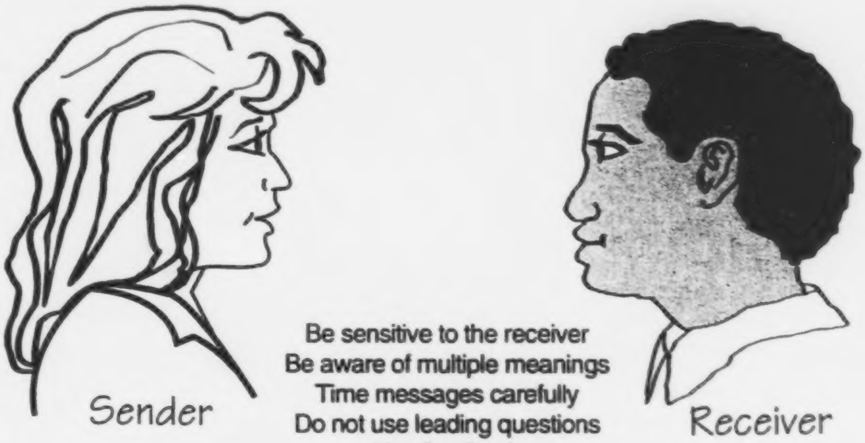
- Maintain a pleasant tone of voice.
- Avoid critical or sarcastic remarks.
- Use questions wisely.

  ☑ **NOTE:** Questions can help establish common interest and help determine if the listener is understanding what is being said. Questioning can promote *feedback*.

- Think before responding to a question.
- Show respect for the other person.

  ☑ **NOTE:** Talk on the other person's level. Use a vocabulary the listener understands, or define terms carefully when your purpose is to teach.

- Use gestures wisely.
- Maintain eye contact.
- Build trust.



Be sensitive to the receiver
Be aware of multiple meanings
Time messages carefully
Do not use leading questions
Use feedback
Practice face-to-face communication
Observe nonverbal cues
Listen attentively
Use simple language
Practice repetition

For a clear message to be sent and received, both the sender and the receiver must practice effective communication techniques.

- Be sensitive to the other person.

  EXAMPLE: You notice that an employee is unusually quiet and has a distressed look on his face. You might say, "You seem upset, Bob. Can you tell me why?"

- Be aware of multiple meanings.

  EXAMPLE: "That was cool" may mean *cold* to someone over 50 but *excellent* to someone who is 20.

- Time communications carefully.

  ☑ **NOTE:** Avoid communication when you are angry.

- Avoid leading questions.

  EXAMPLE: "Of course you prefer whole to skim milk, don't you?"

- Use feedback.

  EXAMPLE: "And then what did you do?" or "You were saying—"

  ☑ **NOTE:** Use open-ended comments or questions that invite the other person to talk.

- Practice face-to-face communication.

  ☑ **NOTE:** Face-to-face communication is preferred because the speaker and receiver can read nonverbal cues.

- Observe nonverbal cues.

  EXAMPLE: Touching, facial expression, body language

  ☑ **NOTE:** An estimated 65 percent of communication is nonverbal.

- Listen attentively.

  ☑ **NOTE:** The average rate of speech is 100 to 200 words per minute, but we think and listen almost ten times that speed. Concentrate, so that your mind does not wander.

- Use simple language.

☑ **NOTE:** Talk in words that people can understand.

- Practice repetition.

EXAMPLE: "Please bring each of us the grilled sirloin. That's a grilled sirloin for each of us."

☑ **NOTE:** Repeat the message to assure that it is received as intended. In giving directions, it is wise to repeat them several times, perhaps in different ways, to guarantee successful communication.

OBJECTIVE 3

State ways of overcoming communication problems.

- Communicate honestly.

- Use verbal and nonverbal feedback.

- Keep your promises.

EXAMPLE: Back up your verbal behavior with action.

- Use multiple channels of communication.

EXAMPLE: Follow a verbal agreement with written documentation; present new material with appropriate visual aids.

- Appeal to human needs.

☑ **NOTE:** People tend to listen to messages that show promise of satisfying an active need.

EXAMPLE: The need for security

- Acknowledge the existence of a problem.

☑ **NOTE:** When one partner is unwilling to admit that there is a problem, communication is difficult.

- Set up an appropriate time and place for your discussion.

☑ **NOTE:** Be certain you have uninterrupted privacy and enough time for a thorough discussion.

- Consider each person's response pattern.

  ☞ **NOTE:** One person's method of response to a statement may be completely different from another person's method.

- Arrive at a mutual diagnosis of and solution for the problem.

  ☞ **NOTE:** Both partners must agree to what should be done to solve the communication problem.

OBJECTIVE 4 **Complete Assignment Sheet 1.**

OBJECTIVE 5 **Complete Assignment Sheet 2.**

OBJECTIVE 6 **Complete Assignment Sheet 3.**

OBJECTIVE 7 **Select from a list constructive ways to argue.**

☞ **NOTE:** It is important to acknowledge that arguments are a reality. The effective use of argument can prevent destructive conflicts.

- Be sure you understand the other person's point of view.
- Look for all possible points of agreement.
- Be sure that what you are in conflict about is worth discussing.

  ☞ **NOTE:** It is possible to win an argument and lose a friendship.

- Avoid all forms of negative pressure tactics.

  EXAMPLE: Shouting the other person down; using force or striking the other person, being completely silent and denying the other person the satisfaction of a decent reply; withholding one's physical love

- Consider alternatives suggested during the argument.
- Be optimistic about reaching a resolution.

OBJECTIVE 8

Discuss the procedure for introducing yourself.

- Respond promptly to the other person.
- Give your first and last name or the name you prefer to be called.
- State names slowly and distinctly.
- Complete the introduction by giving some information about yourself so new acquaintances can talk easily with you and remember you.

  EXAMPLE: "I'm Lisa Smith, a student from Kokamo High School."

  "I'm Sam Adams, and I've been assigned to work in this section this afternoon."
- Repeat names during the introduction and conversation so you and your listener can remember them.
- Watch for clues that a person does not remember your name after introductions and willingly supply it.
- Give clues to help someone remember previous introductions if a person looks blank about having met you before.

  EXAMPLE: "I'm Frank Nelson. We met at the Pattons' party."

  ☑ **NOTE:** Never use the "You don't remember me, do you?" trick.

OBJECTIVE 9

Discuss the procedure for introducing others.

☑ **NOTE:** The person receiving more respect should have her or his name mentioned first.

- Introduce men to women.

  EXAMPLE: "Ms. Schwartz, this is my father. Ms. Schwartz is my supervisor, Dad."
- Introduce younger people to older people.

  EXAMPLE: "Uncle Barry, I'd like to introduce you to Barbara Bronsen. My uncle, Mr. Barry Rich, Barbara. Barbara is the bookkeeper where I work, Uncle Barry."

- Introduce subordinates to superiors.

  EXAMPLE: "Ms. Green, I'd like to present to you Mr. Thompson who started to work in our department yesterday. Mr. Thompson, this is Ms. Green, the head of finance."

- Introduce all others in any order.
- Give some additional information about the person introduced, to get a conversation started.
- Do not say, "This is my friend," for it suggests that the other person is not a friend.
- Repeat names slowly and distinctly during the introduction and conversation so they may be remembered correctly.
- Be sure to introduce all people in a small conversation group whenever a new person joins the group.

  ☑ **NOTE:** If you do not know the names of all the people in the conversation group, allow them to introduce themselves, confess you don't remember the names, or tell something about the persons, such as their position or title. The other persons in the group should take the hint and introduce themselves.

OBJECTIVE 10

Discuss ways to acknowledge introductions.

- Say "How do you do?" followed by an informal, positive comment.

  EXAMPLE: "How do you do, Allen. Mr. Bridges has told me how much you helped him in the project."

- Shake hands as a common courtesy.

  ☑ **NOTE:** Two shakes of the hands should be adequate. Then release the hand. Be sure to hold the palm of the hand and not the fingers.

- Remember names by forming a mental picture associated with the person's name or features.

  ☑ **NOTE:** Be sure to repeat the person's name when you first acknowledge the introduction. This will help store it in your memory as well as provide a chance to check if you heard correctly.

- Quickly correct any errors given in an introduction, such as wrong pronunciations.

  ☑ **NOTE:** If you must correct anyone, do so casually and with good humor.

- Admit not remembering names when someone tries the "Remember me?" tactic, and tell what you do remember.

  EXAMPLE: "I'm sorry, I don't remember your name, but I do know you were in my English class last semester."

OBJECTIVE 11

Select from a list effective ways to carry on casual conversation.

- Ask questions to discover the other person's interests.
- Avoid controversial subjects, such as religion and politics.
- Avoid repeating annoying words and phrases.
- Do not monopolize the conversation.
- Be a good listener.
- Ask questions that require more than a "yes" or "no" answer, to get a conversation started.
- Do not call an older person by his or her first name unless given permission to do so.

  ☑ **NOTE:** Use the person's professional title if he or she has one. If not, use "Mr." for men, "Ms." for women.

- Follow single-word answers like "yes" and "no" with the person's name and a simple statement to avoid sounding curt.

  EXAMPLE: "No, I don't care much for fishing, Ted," instead of just "No."

- Use friendly phrases, such as "Good morning," automatically and cheerfully.
- Avoid gesturing too much while talking.

OBJECTIVE 12

Select from a list rules for using the telephone correctly.

☞ **NOTE:** You represent only yourself during a private telephone call. You represent an entire business on a company telephone.

- Answer promptly.
- Allow adequate time for the call receiver to answer the phone.

  ☞ **NOTE:** Allow the telephone to ring ten times or for one minute before you hang up.

- Use a pleasant voice.
  - ☐ Visualize the person on the other end of the line.
  - ☐ Smile as you talk.
- Identify yourself.

  ☞ **NOTE:** On a business telephone, never start talking without identifying yourself. Ask your supervisor for the preferred way to answer the telephone at your place of employment.

  EXAMPLE: "Four Seasons' Nursing Center, Ms. Flowers."

  "Laundry Room. This is Mr. Turner."

  "This is Frank Turner."

  ☞ **NOTE:** Avoid using "speaking" after your name, to prevent confusing your listeners.

  ☞ **NOTE:** On a home telephone, only say "Hello" or "Smiths' residence." Be cautious about giving definite information to strangers.

- Use the caller's name often.
- Speak distinctly into the receiver, holding it about an inch from your mouth.
- Be friendly and polite.
  - ☐ Say "May I ask who is calling, please?" if the caller does not identify himself or herself.

  - Ask "Will you hold or shall I call you back?" when you must leave the line to get information.
  - Check back frequently to assure the caller that he or she has not been forgotten if placed on hold.
  - Courteously resume the call after putting it on hold.

    EXAMPLE: "Ms. Smith? Thank you for waiting."

  - Apologize for errors or delays.

- Use the correct method when leaving the telephone unattended.
  - Press the hold button to cut out noisy distractions.
  - Lay the receiver flat if the telephone does not have a hold button.
  - Lay the receiver against the side of a wall telephone.
- Tell the caller why a call is being transferred.

  EXAMPLE: "Let me transfer you to extension 263, the kitchen area. They will be able to answer your questions."

- Mention the number to which a transfer is being made in case the call is disconnected.
- If you are the caller, write down the points to be covered and questions to be asked before placing a call.
- State, "This is long distance," when calling long distance directly.

  ☑ **NOTE:** Consequently, the party who answers should not keep you waiting for a long period.

- Replace the telephone receiver gently.

  ☑ **NOTE:** The person making the call should hang up first.

OBJECTIVE 13

Select from a list techniques for handling complaints.

- Be fair and just.

  ☑ **NOTE:** Let it be understood that complaints can be expressed openly and will be dealt with fairly.

- Allow others to express their points of view thoroughly.
- Admit and correct your mistakes.

  ☑ **NOTE:** Avoid being defensive.

- Collect all the facts.
- Avoid an argument.

  ☑ **NOTE:** Maintain a friendly attitude.

- When a legitimate complaint is heard, correct the situation.

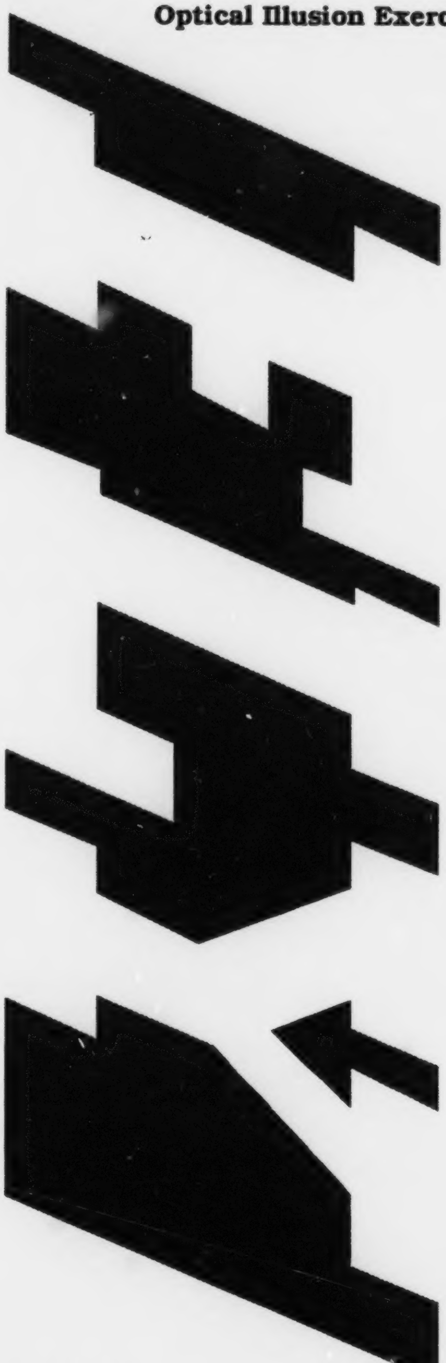
  ☑ **NOTE:** When discontent is present, misunderstanding, rumor, misinterpretation, and distortion exist.

- Treat employees' complaints or grievances as a private matter.

  ☑ **NOTE:** Never discuss grievances in front of other employees.

- Help the other person develop solutions.

Optical Illusion Exercise



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Practice Listening Skills

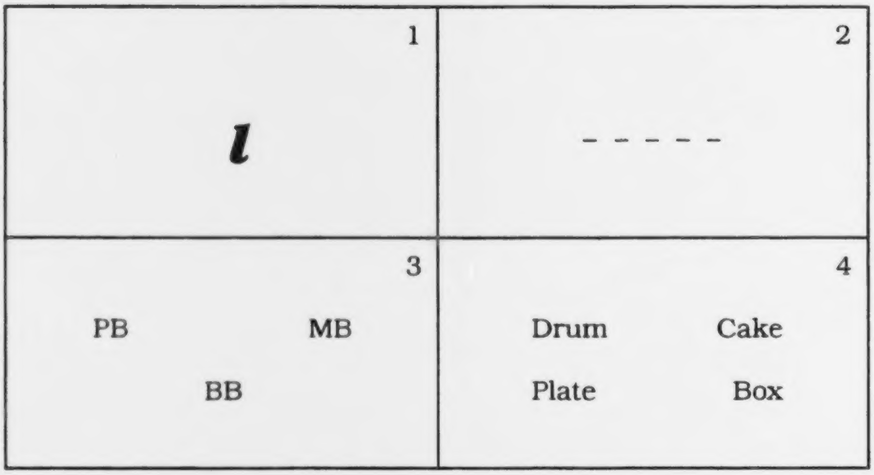
INTRODUCTION

Listening is probably our most important communication skill, yet most of us do it very badly. Active listening requires concentration and mental participation.

INSTRUCTIONS

Part 1

Use the following diagram to practice active listening. As the instructor reads the directions orally, respond accordingly on the diagram. Notice that the boxes are numbered.



Part 2

After discussing the answers as a class, reply to the following questions. Write your answers in the spaces provided.

1. Why did you respond incorrectly? ____________________
2. What lesson does your response teach you about becoming a better communicator?

____

May be photocopied for student use.

3. Does your response prove that directions may be ambiguous and need greater clarity?

   ____

   How? ____

4. How would you have done better if you had asked for clarification of any unclear portion of the message?

   ____

Part 3

Follow your instructor's directions, and use this scale to rate the listening skills of inner-circle members.

Rating

1 — Does not listen to the speaker; is absorbed in own thoughts

2 — Contributes to the discussion but gives no indication of having heard others' comments

3 — Sends nonverbal messages, such as eye contact or a head nod, to show that what was being said was being heard

4 — Accurately refers to other speaker's comments in making his or her own statements

5 — Shows by comments that he or she understands the feelings behind others' comments; responds without judging the others

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Empathy

Don't criticize a man until you

have walked a day in his moccasins.

An Indian Proverb

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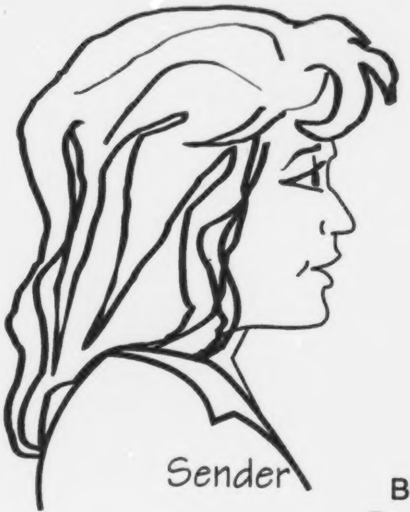
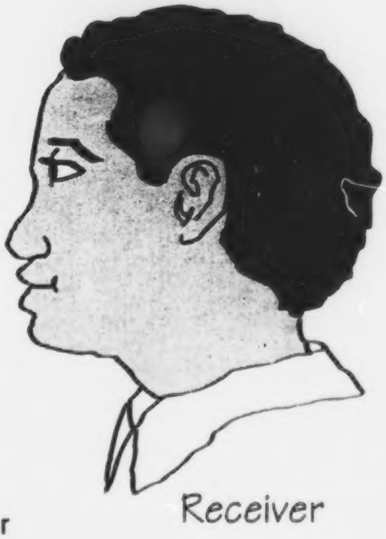
Techniques for Improving Communication





Be sensitive to the receiver
Be aware of multiple meanings
Time messages carefully
Do not use leading questions
Use feedback
Practice face-to-face communication
Observe nonverbal cues
Listen attentively
Use simple language
Practice repetition

For a clear message to be sent and received, both the sender and the receiver must practice effective communication techniques.

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ASSIGNMENT SHEET 1

IMPROVING COMMUNICATION

2

Name ______________________________ Score ________

OBJECTIVE 4

Respond with "I" messages.

INTRODUCTION

One of the most destructive kinds of communication results in blaming and accusing other people. These messages are often the result of using "you" to criticize or transfer blame in a confrontational situation. In these cases, "I" messages should be used instead of "you" messages. When "I" messages are used, the person doing the talking takes responsibility for what is being said. "I" messages are usually constructive communication messages.

"I" messages tell how a situation makes *you* feel. Your "I" messages are statements of fact about how other people's actions seem to you.

INSTRUCTIONS

Respond to the following situations by writing your feelings in "I" messages.

Reading Comprehension
- Analyze cause and effect
- Draw conclusions
- React to written material

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Use complete sentences

EXAMPLE:

"You" message

Mrs. Benham tells her 16-year-old daughter, Adrienne, "You are the most impossible daughter. Your grades have fallen so much since the last grading period. You should not stay out so late at night. If your grades do not come up, you are going to be in trouble."

"I" message

Mrs. Benham tells her daughter, "Adrienne, I am really concerned about your grades. When your grades start falling, I worry about your education. I would feel much more comfortable if you could get in earlier and do more studying."

1. Your best friend Pat's steady date says, "We really have a lot in common. Maybe we should start dating."

____

____

____

2. A student that you consider to be one of the class leaders says, "Why won't you drink a beer with me? Are you afraid of something?"

____

____

____

3. Your father says, "Tonight is the last time you are going out this week because you stayed out too late Saturday night."

____

____

____

4. Your best friend says, "You look terrible this morning. Did you stay up all night studying or what?"

____

____

____

5. Your boss says, "Will you please help Joe out? He just doesn't seem to work as fast as you do."

____

____

____

6. Your teacher says, "Your grade is going to be much lower than you thought because you did not make up the last test. Yesterday, as you know, was the last day."

____

____

____

7. Your coach says, "You will not be starting tonight because you have missed two days of practice this week."

____

____

____

ASSIGNMENT SHEET 2

IMPROVING COMMUNICATION

2

Name ______________________________ Score __________

OBJECTIVE 5

Evaluate the use of nonverbal communication skills.

INTRODUCTION

An estimated 65 percent of the content of a message is communicated nonverbally. To fully understand someone's meaning requires paying as much attention to the person speaking as to the words being spoken. Voice tones, facial gestures, and body language communicate more than words do. Effective communicators are people-oriented, not word-oriented.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

General Relating
- Analyze/apply nonverbal communication
- Participate in group activities
- Apply information to life experiences

Part 1

Observe the nonverbal communication in a group of people. List the nonverbal communication skills you observe.

EXAMPLE: Touching a person's arm or shoulder when speaking

____

____

____

____

____

____

____

____

Part 2

1. Did the nonverbal techniques you observed improve communication? ______________________

   If so, why? ______________________________

If not, why? ____________________

2. What nonverbal techniques do you use frequently in communicating with other persons?

____

____

3. What nonverbal techniques can you use to improve your communication skills?

____

____

____

ASSIGNMENT SHEET 3 — IMPROVING COMMUNICATION

2

Name ____________________ Score __________

OBJECTIVE 6

Devise a plan to improve listening skills.

INTRODUCTION

Active listening requires a caring person, one who is interested in the speaker and the intended message.

INSTRUCTIONS

Read the following characteristics of listening and of not listening; then identify your listening habits by recording specific incidents that occur throughout your work week.

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

Cognitive Activities
- Collect/record information
- Evaluate results/outcomes

LISTENING

- You are not listening to me when . . .
  - ☐ You do not care about me
  - ☐ You say you understand before you know me well enough
  - ☐ You have an answer to my problem before I've finished telling you what my problem is
  - ☐ You cut me off before I have finished speaking
  - ☐ You are dying to tell me something
  - ☐ You feel critical of my vocabulary, grammar, or accent
  - ☐ You tell me about your experience, making mine seem unimportant
  - ☐ You are communicating to someone else in the room
  - ☐ You refuse my thanks by saying you have not really done anything
- You are listening to me when . . .
  - ☐ You come quietly into my private world and let me be me
  - ☐ You really try to understand me even when I am not making much sense

☐ You grasp my point of view even when it is against your own sincere convictions

☐ You realize that the hour I took from you has left you a bit tired and drained

☐ You allow me the dignity of making my own decisions even though you think they might be wrong

☐ You do not take my problem from me but allow me to deal with it in my own way

☐ You hold back your desire to give me good advice

☐ You do not offer me religious solace when you sense I am not ready for it

☐ You give me enough room to discover for myself what is really going on

☐ You accept my gift of gratitude by telling me how good it makes you feel to know you have been helpful

(Author Unknown)

Record incidents at work that illustrate your listening habits.

1. I was not listening when . . .

____

____

____

____

____

____

____

____

2. I was listening when . . .

____

____

____

3. Based on what you have recorded, what can you do to improve your listening skills?

WRITTEN TEST

IMPROVING COMMUNICATION

2

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with improving communication to their correct definitions. Write the correct letters in the blanks.

A. oriented
B. solace
C. ambiguous
D. empathy
E. feedback
F. grievance
G. receiver
H. media
I. sender
J. sensitivity
K. message
L. retention
M. preconceived idea
N. stereotyping

____ 1. Ability to store information in the mind

____ 2. Information communicated in speaking, writing, or signals

____ 3. Opinion that is formed before actual knowledge

____ 4. Originator of a message

____ 5. Forming an oversimplified mental picture

____ 6. Listener or reader of a message

____ 7. Ability to receive and respond to another's needs and experiences

____ 8. Instructional materials using sight and/or sound

____ 9. Circumstance that is grounds for a complaint

____ 10. Evaluation returned by the receiver to the sender of a message

____ 11. Ability to share another's emotions and/or feelings

____ 12. Capable of being understood in more than one sense

____ 13. Consolation, comfort

____ 14. Directed intellectually and emotionally

May be photocopied for student use.

OBJECTIVE 2

Select from a list general ways to improve communication. Write an "X" in the blank before each general way to improve communication.

_____ 1 Use "I" messages rather than "you" messages.

_____ 2. Use feedback.

_____ 3. Give your point of view first.

_____ 4. Indicate your honest wish to talk.

_____ 5. Listen attentively.

_____ 6. Avoid critical or sarcastic remarks.

_____ 7. React without thinking.

_____ 8. Use simple language.

_____ 9. Think before responding to a question.

_____ 10. Begin by placing blame on the other person.

_____ 11. Show respect for the other person.

_____ 12. Observe nonverbal cues.

_____ 13. Practice repetition.

_____ 14. Bring up former arguments.

_____ 15. Build trust.

OBJECTIVE 3

State ways of overcoming communication problems. List five ways to overcome communication problems in the blanks.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

May be photocopied for student use.

OBJECTIVE 4 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 5 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 6 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 7 **Select from a list constructive ways to argue.** Write an "X" in the blank before each constructive way to argue.

____ 1. Always give in to avoid conflict.

____ 2. Be sure that you understand the other person's point of view.

____ 3. Ignore the problem.

____ 4. Look for all possible points of agreement.

____ 5. Be sure that what you are in conflict about is worth discussing.

____ 6. Avoid all forms of negative pressure tactics.

____ 7. Intimidate the other person.

____ 8. Consider alternatives suggested during the argument.

____ 9. Be optimistic about reaching a resolution.

OBJECTIVE 8 **Discuss the procedure for introducing yourself.**

____

____

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 9 **Discuss the procedure for introducing others.**

OBJECTIVE 10 **Discuss ways to acknowledge introductions.**

May be photocopied for student use.

OBJECTIVE 11

Select from a list effective ways to carry on casual conversation. Write an "X" in the blank before each effective way to carry on casual conversation.

____ 1 Ask questions to discover the other person's interests.

____ 2. Talk about yourself a lot.

____ 3. Avoid controversial subjects, such as religion and politics.

____ 4. Talk about your latest achievement.

____ 5. Do not monopolize the conversation.

____ 6. Be a good listener.

____ 7. Discuss controversial subjects.

____ 8. Call all people by their first names.

____ 9. Say friendly phrases, such as "Good morning," automatically and cheerfully.

____ 10. Follow single word answers like "yes" and "no" with the person's name and a simple statement to avoid sounding curt.

____ 11. Ask questions that require only a "yes" or "no" answer.

OBJECTIVE 12

Select from a list rules for using the telephone correctly. Write an "X" in the blank before each rule for using the telephone correctly.

____ 1 Answer promptly.

____ 2. Identify yourself.

____ 3. Say "speaking" after giving your name.

____ 4. Use the caller's name often.

____ 5. Speak distinctly into the receiver.

____ 6. Hold the receiver in your right hand when talking.

May be photocopied for student use.

____ 7. Ask "Will you hold or shall I call you back?" when you must leave the line to get information.

____ 8. Check back frequently to assure the caller that he or she has not been forgotten if placed on hold.

____ 9. Try to limit all phone calls to no more than three minutes.

____ 10. Apologize for errors or delays.

____ 11. Press the hold button to cut out noisy distractions.

____ 12. Visualize the person on the other end of the line.

____ 13. Smile as you talk.

____ 14. Replace the telephone receiver gently.

OBJECTIVE 13

Select from a list techniques for handling complaints. Write an "X" in the blank before each technique for handling complaints.

____ 1 When a legitimate complaint is heard, correct the situation.

____ 2. Collect the facts that support your side.

____ 3. Argue to prove your point.

____ 4. Be fair and just.

____ 5. Never admit your mistakes.

____ 6. Allow others to express their points of view thoroughly.

____ 7. Draw your own conclusions without wasting time to get facts.

____ 8. Treat employees' complaints or grievances as a private matter.

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ASSIGNMENT SHEETS

OBJECTIVE 4

Assignment Sheet 1

The following are suggested answers.

1. I could not go out with you because it would hurt Pat's feelings. It also makes me feel bad that you would think that I would go out with you while you are dating Pat.
2. I don't want to have a drink with you because I don't drink beverages containing alcohol. I am disappointed to know that you are not more responsible with your own health.
3. I understand your concern, and I am sorry about last Saturday night. I will be a more responsible person in the future.
4. I am a little tired because I did have to study late last night, but I am sure I will benefit more from making a good grade on the test than from looking rested from a good night's sleep.
5. I will be glad to help Joe today, but I will have a hard time doing a good job on my project if I have to help him often.
6. I realize that yesterday was the last day, but I do have an excused admit from the office, and I feel that I should be allowed to take a make-up test.
7. I do understand this rule. I will be more careful next time when scheduling my dental appointments.

OBJECTIVE 5

Assignment Sheet 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 6

Assignment Sheet 3

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1. L
2. K
3. M
4. I
5. N
6. G
7. J
8. H
9. F
10. E
11. D
12. C
13. B
14. A

OBJECTIVE 2

1, 2, 4, 5, 6, 8, 9, 11, 12, 13, 15

OBJECTIVE 3

Answer should include any five of the following:

- Communicate honestly.
- Use verbal and nonverbal feedback.
- Keep your promises.
- Use multiple channels of communication.
- Appeal to human needs.
- Acknowledge the existence of a problem.
- Set up an appropriate time and place for your discussion.
- Consider each person's response pattern.
- Arrive at a mutual diagnosis of and solution for the problem.

OBJECTIVE 4

Evaluated on Assignment Sheet 1.

OBJECTIVE 5

Evaluated on Assignment Sheet 2.

OBJECTIVE 6

Evaluated on Assignment Sheet 3.

OBJECTIVE 7

2, 4, 5, 6, 8, 9

OBJECTIVE 8

Evaluated to the satisfaction of the instructor

OBJECTIVE 9

Evaluated to the satisfaction of the instructor

OBJECTIVE 10

Evaluated to the satisfaction of the instructor

OBJECTIVE 11	1, 3, 5, 6, 9, 10
OBJECTIVE 12	1, 2, 4, 5, 7, 8, 10, 11, 12, 13, 14
OBJECTIVE 13	1, 4, 6, 8

OBJECTIVE SHEET

USING WORDS CORRECTLY

3

INTRODUCTION

The ability to use words correctly will help you be a more effective communicator. The thoughts, feelings, and information you want others to know will be more clearly communicated if you use subjects and verbs that agree in number and words that express the meaning you intend. Knowing when to use standard and nonstandard language will help you choose the most appropriate language for the occasion.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms related to using words correctly to their correct definitions.
2. Distinguish between singular and plural subjects.
3. Distinguish between singular and plural verbs.
4. Select from a list rules of subject and verb agreement.
5. Select verbs that agree in number with subjects. (Assignment Sheet 1)
6. Select verbs for singular pronoun subjects. (Assignment Sheet 2)
7. Select verbs for plural pronoun subjects. (Assignment Sheet 3)
8. Select verbs for the subjects *some*, *any*, *all*, *most*, and *none*. (Assignment Sheet 4)
9. Select verbs for subjects joined by *and*. (Assignment Sheet 5)
10. Select verbs for subjects joined by *or* or *nor*. (Assignment Sheet 6)
11. Select verbs for combined plural and singular subjects joined by *or* or *nor*. (Assignment Sheet 7)

12. Match levels of English to their correct uses.

13. List common causes of nonstandard English.

14. Distinguish between standard and nonstandard language in given sentences. (Assignment Sheet 8)

USING WORDS CORRECTLY

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms related to using words correctly to their correct definitions.

- Have the students write for five minutes their single-word reactions to the word *writing*. When the time limit is up, ask them to read aloud what they have written. On the board, write as many of their responses as possible; then note how many words supplied seem negative and how many seem positive. Discussion can point out that while people often see writing as difficult, knowing basic rules can help free them from writing apprehension.

- Have the students write a paragraph introducing themselves to the class. Ask them to read the paragraphs aloud. Respond conversationally to their paragraphs; introducing yourself in the same way.

  ☞ **NOTE:** Both these preliminary assignments have three goals: first, they work to establish a favorable class attitude toward the subject; second, they introduce the students to you, one another, and the subject; third, they begin to reveal the connection between thought, writing, and speech.

- Use the Supplement as a brief quiz over the terms associated with using words correctly.

- Use Information Sheet, objective 1 to supply answers to the quiz by presenting the correct definitions of the terms.

Objective 2: Distinguish between singular and plural subjects.

- Use Information Sheet, objective 2 to discuss the characteristics of singular subjects and plural subjects.

- Ask the students, in turn, to give examples of singular and plural subjects.

Objective 3: Distinguish between singular and plural verbs.

- Use Information Sheet, objective 3 to discuss singular verbs and plural verbs.

- Point out the confusion that may occur, particularly to non-native speakers of English, because the addition of the letter "s" makes a third person action verb singular (walk, walks) while an added "s" makes many English nouns plural (girl, girls).

- Have the students write their own lists of five singular verbs and five plural verbs. Ask the students to read their lists aloud.

  ☞ **NOTE:** For most native speakers of English, this will be a simple assignment and will give them some assurance of their own proficiency, even if problems develop in later assignments.

Objective 4: Select from a list rules of subject and verb agreement.

- Use Information Sheet, objective 4 to discuss the rules of subject and verb agreement.

Objective 5: Select verbs that agree in number with subjects. (Assignment Sheet 1)

- Objectives 5 through 12 involve the use of Assignment Sheets. Here are the instructor's options:
  - ☐ Option 1 — Have the students complete the sheets on their own in class, following discussion of Information Sheet, objective 4 in class. Then review their answers in class. When a student gives a wrong answer, briefly refer the whole class back to the corresponding section of the Information Sheet.
  - ☐ Option 2 — Assign only half of each Assignment Sheet as classwork, reserving half for homework. (Review all answers in class.)
  - ☐ Option 3 — Assign the sheets exclusively as homework with a class review of the completed work.

  ☑ **NOTE:** Non-native speakers of English and students with learning disabilities may have difficulty with this material even after class review. Such students may progress faster with instructors trained in those fields.

- Have the students complete Assignment Sheet 1.

Objective 6: Select verbs for singular pronoun subjects. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 7: Select verbs for plural pronoun subjects. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

Objective 8: Select verbs for the subjects *some, any, all, most,* and *none.* (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 9: Select verbs for subjects joined by *and*. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

Objective 10: Select verbs for subjects joined by *or* or *nor*. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

Objective 11: Select verbs for combined plural and singular subjects joined by *or* or *nor*. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7.

Objective 12: Match levels of English to their correct uses.

- Use Information Sheet, objective 12 to discuss the levels of English and their uses.

- Display the transparency to illustrate language levels.

- Have the students discuss their experiences hearing different levels or types of English.

  ☑ **NOTE:** The instructor should be careful to keep the discussion of language types on a descriptive, objective level, avoiding judgmental comment. Many language patterns within the illiterate, for example, may represent regional or ethnic dialects with their own grammatical rules. For an excellent discussion of this situation, see *Errors and Expectations* by Mina P. Shaughnessy, listed in the resources section.

Objective 13: List common causes of nonstandard English.

- Use Information Sheet, objective 13 to illustrate word and sentence structure choices which reflect standard English usage.

Objective 14: Distinguish between standard and nonstandard language in given sentences. (Assignment Sheet 8)

- Have the students complete Assignment Sheet 8. See objective 5 of this unit for the instructor's options.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Herman, William. *The Portable English Handbook*, 3d ed. Austin, TX: Holt, Rinehart, and Winston, 1986.
- Shaughnessy, Mina P. *Errors and Expectations: A Guide for the Teacher of Basic Writing*. NY: Oxford University Press, 1979.
- Smart, Walter K. *English Review Grammar*, 4th ed. Englewood Cliffs, NJ: Prentice Hall, 1975.

USING WORDS CORRECTLY

OBJECTIVE 1

Match terms related to using words correctly to their correct definitions.

- **adjective** — word that describes a noun or pronoun

  EXAMPLE: *Tall* man, *blue* dress, *stormy* sky

- **adverb** — word that describes a verb, adjective, or another adverb

  EXAMPLE: *Easily* finished, *rather* rusty sword, *very clumsily* done

- **agreement** — subject and verb match in number

- **contraction** — word in which one or more letters are omitted (an apostrophe signals the omission)

  EXAMPLE: *Don't* for do not, *it's* for it is, *couldn't* for could not

- **formal** — standard language reserved for serious, impersonal expression of information

- **illiterate** — nonstandard language composed of grammar and words used in ignorance of basic rules of reading and writing

- **informal** — standard language used for everyday, personal expression

- **nonstandard** — language that violates the use of grammar of educated native speakers: includes slang and illiterate levels

- **noun** — word that names something

  EXAMPLE: Girl, ball, story, calendar, event

- **number** — how many subjects act or experience an action, one (singular) or more than one (plural)

- **plural** — word referring to more than one element

- **predicate** — part of a sentence that says something about the subject (predicates contain verbs and modifiers)

  EXAMPLE: The flowers *are artificial*; her excuse *was that she was late*; this book *is a best-selling novel*

- **preposition** — word that connects a noun or a pronoun with other elements in a phrase or sentence

- **pronoun** — word that stands for a noun

  EXAMPLE: He, she, it, they; this, that, these, those; himself, themselves; who, what, when

- **sentence** — arrangement of words indicating an actor (subject) and an action (verb)

- **singular** — word referring to one element

- **slang** — nonstandard informal language composed of consciously-created new words

- **standard** — language uniformly regarded as clearly understandable by educated native speakers; includes formal and informal levels

- **subject** — a word or group of words about which the sentence makes a statement (subjects contain nouns or noun equivalents)

- **verb** — word that indicates an action or state of being

OBJECTIVE 2

Distinguish between singular and plural subjects.

☑ **NOTE:** A subject may be a noun or a pronoun.

- Singular subject

  ☐ Names only one person, place, or thing

  EXAMPLE: *Boswell* works as a mechanic.

  ☐ Is used with a singular verb

  EXAMPLE: The *car was* expertly repaired.
  The *machine runs* smoothly.

- Plural subject
  - ☐ Names more than one person, place, or thing

    EXAMPLE: *Boswell* and *Bronson* work as mechanics.
  - ☐ Is used with a plural verb

    EXAMPLE: The *cars were* expertly repaired.
    The *machines run* smoothly.

OBJECTIVE 3

Distinguish between singular and plural verbs.

☑ **NOTE:** Verbs change endings [adding *s*] or spelling [*is* is singular; *are* is plural] to show number.

- Singular verbs
  - ☐ Action verbs that end in *s*

    EXAMPLE: Walks, sits, laughs, cries, has
  - ☐ State-of-being verbs

    EXAMPLE: Is (use with he, she, it)
    Was (past tense of *is*; use with he, she, it)
  - ☐ Contractions that combine a singular verb and an adverb

    EXAMPLE: Isn't, hasn't, doesn't

    ☑ **NOTE:** When a singular verb [does] and an adverb [not] are combined in a contraction [doesn't], the word functions as a singular verb.
- Plural verbs
  - ☐ Action verbs that do not end in *s*

    EXAMPLE: Walk, sit, laugh, cry, have
  - ☐ State-of-being verbs

    EXAMPLE: Are (Use with *we, you, they*; also, *you* in singular)

    Were (past tense of *are*; use with *we, you, they*, and *you* in singular)

▫ Contractions that combine a plural verb and an adverb

EXAMPLE: Weren't, haven't, don't

☑ **NOTE:** When a plural verb [do] and an adverb [not] are combined in a contraction [don't], the word functions as a plural verb.

OBJECTIVE 4

Select from a list rules of subject and verb agreement.

- A verb agrees with its subject in number.

☑ **NOTE:** A plural subject takes a plural verb, and a singular subject takes a singular verb.

EXAMPLE: *Joe is going* to school.
Joe = singular subject
is going = singular verb

They are going to school.
They = plural subject
are going = plural verb

There *are* many *curves* in this road.
curves = plural subject
are = plural verb

☑ **NOTE:** *There* is only an introductory word; the subject is *curves*.

- Singular pronouns such as *each, either, neither, one, everyone, everybody, no one, nobody, anyone, someone,* and *somebody* take a singular verb when they are used as subjects of sentences.

EXAMPLE: *Everybody is* trying to build a bird house in carpentry class.
Everybody = singular pronoun subject
is = singular verb

- Plural pronouns such as *several, few, both,* and *many* take a plural verb when they are used as subjects of sentences.

EXAMPLE: *Few* people *were* ready.
Few = plural pronoun subject
were = plural verb

Many students apply for financial assistance.
students = plural subject
many = pronoun used as an adjective modifying *students*
apply = plural verb

- Pronouns such as *some, all, any, most,* and *none,* when used as subjects of sentences, may take a plural or a singular verb depending upon the word to which they are referring.

EXAMPLE: *Some* of the food *was* eaten.
Some what?
Some food
food = singular
was = singular verb

Some of the apples *were* eaten.
Some what?
Some apples
apples = plural
were = plural verb

- The number of a subject is not changed by a phrase following the subject.

☑ **NOTE:** Never match a verb to the object of a preposition.

EXAMPLE: *One* of the tools *is* missing.
One = singular subject.
is = singular verb
of the tools = prepositional phrase containing plural object, *tools*

- Subjects joined by *and, both, no only,* etc. take a plural verb.

EXAMPLE: *Bob and Linda* always *ask* intelligent questions.
Bob and Linda = subjects joined by *and* are plural
ask = plural verb

Both the house and the land *were* sold.
house and land = subjects joined by *both* are plural
were = plural verb

Not only the truck but also the trailer *have* been taken.
truck and trailer = subjects joined by *not only* are plural
have = plural verb

- Singular subjects joined by *or* or *nor* take a singular verb.

  EXAMPLE: *Jane or Scott* always *asks* intelligent questions.
  Jane asks intelligent questions.
  Scott asks intelligent questions.
  Jane or Scott = singular subjects joined by *or* are singular
  asks = singular verb

  Bicycling or swimming is good exercise.
  Bicycling or swimming = singular subjects joined by *or* are singular
  is = singular verb

- Singular subjects and plural subjects joined by *or* or *nor* take the verb that agrees with the subject nearer the verb.

  EXAMPLE: The *teacher or the students have been* in the classroom.
  teacher = singular subject
  students = plural subject nearer the verb
  have been = plural verb

- In sentences beginning with a false subject, such as *there* and *here*, the verb agrees with the actual subject.

  EXAMPLE: *There are* many *trees* in this forest.
  There = false subject
  trees = actual subject (plural)
  are = plural verb

  There is one *book* on the desk.
  There = false subject
  book = subject (singular)
  is = singular verb

OBJECTIVE 5 **Complete Assignment Sheet 1.**

OBJECTIVE 6 **Complete Assignment Sheet 2.**

OBJECTIVE 7 **Complete Assignment Sheet 3.**

OBJECTIVE 8 **Complete Assignment Sheet 4.**

OBJECTIVE 9 **Complete Assignment Sheet 5.**

OBJECTIVE 10 **Complete Assignment Sheet 6.**

OBJECTIVE 11 **Complete Assignment Sheet 7.**

OBJECTIVE 12 **Match levels of English to their correct uses.**

Language Levels (Examples)

FORMAL I observed the charming young lady and longed to tell her of my affection and admiration for her; therefore, I sent her a lovely bouquet of roses.	INFORMAL I watched the pretty girl and wanted to tell her how much I liked her, so I sent her some flowers.
SLANG I checked out this gorgeous gal and wanted to tell her what a babe she was, so I snagged her some flowers on my way to school.	ILLITERATE Like, I seen this here kid, you know. I like her, but I ain't never told her yet. I brung her some flowers, though.

- Standard English
  - ☐ Formal
    - ▸ Used in serious writing or speaking
    - ▸ Used when writing compositions
    - ▸ Used whenever you wish to make a good impression
  - ☐ Informal
    - ▸ Used when speaking or writing to friends or family members
    - ▸ Not used in compositions, except in dialogue
    - ▸ Used in everyday situations requiring proper English

- Nonstandard English
    - ☐ Slang
        - ▸ Used in casual conversation; "fad" language
        - ▸ Not used in speaking or writing except to illustrate dramatic characters
    - ☐ Illiterate
        - ▸ Used by the uneducated
        - ▸ Not used in speaking and writing except to illustrate dramatic characters

OBJECTIVE 13 **List common causes of nonstandard English.**

- Using the wrong verb form
    - ☐ *Done* — Use with helping verbs *has, have, had, was, will be.*

      ☑ **NOTE:** *Did* is the past form of *do*.

      EXAMPLE: Nonstandard — The carpenters *done* all they could.
      Standard — The carpenters *did* all they could.
      Standard — The carpenters *had done* all they could.

    - ☐ *Seen* — Use with helping verbs *has, have, had, was, will be.*

      ☑ **NOTE:** *Saw* is the past form of *see*; *seen* is a participle.

      EXAMPLE: Nonstandard — I *seen* that movie already.
      Standard — I *saw* that movie already.
      Standard — I *have seen* that movie already.

    - ☐ *Don't* — Use only with plural nouns, plural pronouns, *you, we,* or *I*; contraction of *do not.*

      ☑ **NOTE:** If using *he, she,* or *it,* use *doesn't.*

      EXAMPLE: Nonstandard — He *don't* work after 5 p.m.
      Standard — He *doesn't* work after 5 p.m.
      Standard — They *don't* work after 5 p.m.

- **Using the wrong pronoun or using the wrong word in place of a pronoun**

    - *Himself* — Sometimes used incorrectly as *hisself*

      ☑ **NOTE:** *Hisself* is a word from a nonstandard dialect.

      EXAMPLE: Nonstandard — The electrician accidentally shocked *hisself.*
      Standard — The electrician accidentally shocked *himself.*

    - *Themselves* — Sometimes used incorrectly as *theirselves*

      ☑ **NOTE:** Only the pronoun *themselves* works as an object of a sentence or phrase.

      EXAMPLE: Nonstandard — The girls saw *theirselves* in the mirror.
      Standard — The girls saw *themselves* in the mirror.

    - *Like* — Do not use in place of *as if* or *as though*

      ☑ **NOTE:** When speaking, do not use *like* to begin sentences or to act as a space filler.

      EXAMPLE: Nonstandard — "Like, I was so late today."
      Standard — "I was so late today."
      Nonstandard — "I saw the teacher, like, in the hall before class."
      Standard — "I saw the teacher in the hall before class."

    - *As if* — May be used in place of *as though*

      EXAMPLE: Nonstandard — He worked *like* he was tired.
      Standard — He worked *as if* he were tired.

    - *A lot* — Sometimes misspelled as one word: *a lot*

    - *Brought* — Sometimes used incorrectly as *brung* or *brang*

      ☑ **NOTE:** *Brought* is the past tense of *bring.*

      EXAMPLE: Nonstandard — I *brung* my lunch to work.
      Standard — I *brought* my lunch to work.

- Using unnecessary words or letters

  - *Anywheres, everywheres, nowheres*

    ☑ **NOTE:** Many people put an "s" on the end of these words, but it is not needed.

    EXAMPLE: I can't find the hacksaw anywhere.
    We looked *everywhere*.
    It is *nowhere* in this room.

  - *Where. . . at*

    EXAMPLE: "*Where* were you staying *at*?" (incorrect)
    "*Where* were you staying?" (correct)

  - *Had ought, hadn't ought, might ought, might could*

    ☑ **NOTE:** Do not use *had* or *might* with *ought* or *could*. Use *ought not* instead of *hadn't ought*.

    EXAMPLE: We *had ought* to buy that car. (incorrect)
    We *ought* to buy that car. (correct)
    He *hadn't ought* to have done it. (incorrect)
    He *ought not* to have done it. (correct)
    We *might could* go to the dance. (incorrect)
    We *could* go to the dance. (correct) or
    We *might* go to the dance. (correct)

  - *Off of*

    ☑ **NOTE:** Do not use *off of* for *off* or *from*.

    EXAMPLE: We jumped *off of* the truck. (incorrect)
    We got *off* the truck. (correct) or
    We jumped *from* the truck. (correct)

  - *This here*

    ☑ **NOTE:** Use either *this* or *here*.

    EXAMPLE: *This here* is my exam. (incorrect)
    This is my exam. (correct) or
    Here is my exam. (correct)

☐ *That there*

☑ **NOTE:** Use *that* alone.

EXAMPLE: *That there* hammer is too large. (incorrect)
That hammer is too large. (correct)

☐ *Can't hardly*

☑ **NOTE:** *Can't* and *hardly* are negative words. Do not use two negative words in the same sentence.

EXAMPLE: She *can't hardly* button her dress. (incorrect)
She *can hardly* button her dress. (correct) or
She *can't* button her dress. (correct)

☐ *In front of*
In back of

☑ **NOTE:** These phrases are wordy. Use *before* and *behind* instead.

EXAMPLE: He stood *in front of* the mirror. (wordy)
He stood *before* the mirror. (correct)
The child hid *in back of* the box. (wordy)
The child hid *behind* the box. (correct)

☐ *Due to the fact that*

☑ **NOTE:** This phrase is wordy. Use *because* instead.

EXAMPLE: *Due to the fact that* you were late for class, you must remain after class for ten minutes. (wordy)
Because you were late for class, you must remain after class for ten minutes. (correct)

☐ *At this point in time*

☑ **NOTE:** This phrase is wordy. Use *now*, *right now*, or *today* instead.)

EXAMPLE: I cannot work the problem *at this point in time*. (wordy)
I cannot work the problem *now*. (correct)

- Using the wrong endings on words

  ☑ **NOTE:** In nonstandard dialects, plural or singular endings are often left off words ending in "sk" or "s" which are difficult to pronounce.

  - ☐ *Scientists* — Sometimes used incorrectly as *scientist*

    EXAMPLE: The *scientist* are working on an experiment. (incorrect)
    The *scientists* are working on an experiment. (correct)

  - ☐ *Asks* — Use with *he*, *she*, or *it*.

    EXAMPLE: She *ask* many questions in class. (incorrect)
    She *asks* many questions in class. (correct)

  - ☐ *Prejudiced/prejudices* — Sometimes used incorrectly as *prejudice*

    ☑ **NOTE:** To make the noun "prejudice" an adjective, add "ed"; to make it plural, add "s."

    EXAMPLE: Her *prejudice* prevents her from being fair-minded. (noun)
    She is a very *prejudiced* person. (adjective)
    Her *prejudices* prevent her from being fair-minded. (plural noun)

  - ☐ *Supposed* — Sometimes used incorrectly as *suppose*

    EXAMPLE: You are not *suppose* to use that machine. (incorrect)
    You are not *supposed* to use that machine. (correct)

  - ☐ *Used* — Sometimes used incorrectly as *use*

    EXAMPLE: You are not as thin as you *use* to be. (incorrect)
    You are not as thin as you *used* to be. (correct)

- Using adjectives in place of adverbs

  - ☐ *Bad* — an adjective used with sense verbs (*touch*, *taste*, *feel*) or to describe a noun
    Badly — an adverb used to describe verbs

EXAMPLE: The vocational instructor feels *bad* this morning.
The unprepared class session went *badly*.

- ☐ *Well* — adverb used to describe adjectives, verbs, and other adverbs; also used to describe someone's health (she is *well*), someone's dress (he is *well*-dressed), and something that is satisfactory (all is *well*)
Good — adjective used to describe nouns

EXAMPLE: You performed that job very *well*.
You did a *good* job.

- Using the wrong word

- ☐ *Accept* — to receive
Except — to leave out; omit

EXAMPLE: We *accept* your gift.
I make good grades *except* in English.

- ☐ *Affect* — to influence, impress, or produce a change in
Effect — the result; outcome

EXAMPLE: His leaving will not *affect* my decision.
I like the *effect* of those new drapes.

- ☐ *Between* — Use with two persons or things.
Among — Use with three or more persons or things.

EXAMPLE: It is hard to choose *between* a male and a female for this job.
No agreement could be reached *among* the committee members.

- ☐ *In* — *inside* or *within*
Into — *to the inside of* (a direction)

In to — Used as separate words; indicates the beginning of a verb form.

EXAMPLE: He is *in* the house.
He will go *into* the house.
He will go *in to* see.

- ☐ *Have* — Used correctly to express a conditional past tense
Of — Used incorrectly to reflect pronunciation of the contraction *could've (could have)*

EXAMPLE: They (*could*, *would*, *might*) have gone yesterday.

☐ *Their* — pronoun indicating possession of something
There — adverb telling where something is
They're — contraction of *they are*

EXAMPLE: *Their* car is being repaired.
There are many cars on the lot.
They're worried they'll lose *their* car.

☐ *To* — preposition indicating a direction
Too — adverb meaning *excessively*, *very*, *also*,
Two — a number (may be used as an adjective or noun)

EXAMPLE: I'll go *to* the movies.
It isn't *too* expensive—you should go, *too*.
The tickets cost *two* dollars, and *two* can get in for the price of one.

☐ *A* — Article used before words beginning with letters other than *a*, *e*, *i*, *o*, u
An — Article used before words beginning with *a*, *e*, *i*, *o*, *u*, and silent *h*
And — Used to join two or more words or groups of words

EXAMPLE: He used *a* vacuum to clean the carpet.
The vacuum needed *an* attachment.
He used *a* dusting tool *and an* upholstery tool.

☐ *Its* — possessive pronoun; shows ownership
It's — contraction for it is

EXAMPLE: The ruler has metric measurements on *its* reverse side.
It's exactly 30 centimeters long.

☐ *Sit* — to take a sitting position; to be in place
Set — to put something down or in place

EXAMPLE: The clock *sits* on the mantle.
The worker *sits* in front of a machine.
Please *set* the clock on the mantle.
Set your tools on that bench.

☐ *Leave* — to go away from; to place something and go away; not to change something
Let — to permit

EXAMPLE: I *leave* Shop at 3:30 p.m.
I will *leave* my homework on your desk.
Please *leave* the door open.
Don't *let* the machine get too hot.
Let the cat out, please.

☐ *Rise* — to go up; to get up; to come up
Raise — to lift something

EXAMPLE: I *rise* each morning at seven.
Please straighten the rug when I *raise* the chair.

☐ *Lie* — to rest in a flat position
Lay — to put or place something (always has an object)

☑ **NOTE:** The past tense (shows action or state completed in the past) of *lie* is *lay*, as in "The student lay on the sofa for a brief rest."

EXAMPLE: I must *lie* down for a minute. (rest)
Don't leave your tools *lying* around. (resting)
You may *lay* your tools on the work bench. (put)
Where shall I *lay* these packages? (put)

☐ *Loose* — not firm; not fastened down
Lose — to be unable to find

EXAMPLE: Jessica will soon *lose* her *loose* tooth.

☐ *Quiet* — not noisy
Quit — to stop having, using, or doing something
Quite — completely; very

EXAMPLE: My English class is very *quiet*.
I will *quit* working on the project now.
This is *quite* a good project.

OBJECTIVE 14 **Complete Assignment Sheet 8.**

Preliminary Quiz on Terms and Definitions

INSTRUCTIONS Write definitions for the following terms:

1. Adjective ______________________________
2. Adverb ______________________________
3. Agreement ______________________________
4. Contraction ______________________________
5. Formal ______________________________
6. Illiterate ______________________________
7. Informal ______________________________
8. Nonstandard ______________________________
9. Noun ______________________________
10. Number ______________________________
11. Plural ______________________________
12. Predicate ______________________________
13. Preposition ______________________________
14. Pronoun ______________________________
15. Sentence ______________________________
16. Singular ______________________________
17. Slang ______________________________
18. Standard ______________________________
19. Subject ______________________________
20. Verb ______________________________

(For quiz answers, see Information Sheet, objective 1.)

May be photocopied for student use.

TM

Language Levels
(Examples)

FORMAL	INFORMAL
I observed the charming young lady and longed to tell her of my affection and admiration for her; therefore, I sent her a lovely bouquet of roses.	I watched the pretty girl and wanted to tell her how much I liked her, so I sent her some flowers.
SLANG	ILLITERATE
I checked out this gorgeous gal and wanted to tell her what a babe she was, so I snagged her some flowers on my way to school.	Like, I seen this here kid, you know. I like her, but I ain't never told her yet. I brung her some flowers, though.

May be photocopied for student use.

ASSIGNMENT SHEET 1

USING WORDS CORRECTLY

3

Name ______________________________ Score __________

OBJECTIVE 5

Select verbs that agree in number with subjects.

INTRODUCTION

A verb must agree with its subject in number. A singular subject takes a singular verb; a plural subject takes a plural verb.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Part 1

Underline the subject in each sentence. Then circle the correct verb in parentheses that agrees with the subject.

EXAMPLE: Here (is, [✓ are]) the stamps for your letter.

1. A plumber (work, works) with specialized tools.
2. Two horses (jump, jumps) better than the others.
3. Burt's tractor (pulls, pull) stumps and brush from the fields.
4. The race cars (go, goes) around the oval track ten times.
5. The club's motorcycles (run, runs) 300 miles on a tank of gas.
6. Mice (eat, eats) seeds and plants but rarely eat cheese.
7. The pencil (sharpens, sharpen) to a fine point.
8. Everyone (try, tries) to answer questions honestly.
9. Several friends (has, have) taken that shop class.
10. Sara (cook, cooks) spaghetti in her largest pot.
11. Mikka (does, do) what his supervisor asks of him.
12. All of them (read, reads) well.
13. Both (is, are) interested in technical books.
14. That lady always (buy, buys) two pounds of ground beef.
15. The men (travel, travels) from city to city on business.

16. Few of the students (participate, participates) in practical jokes.

17. Calves (play, plays) when they are not hungry.

18. The girls (talk, talks) about their vocational classes.

19. Janie (swim, swims) better than her brother, Jeff.

20. This job (pays, pay) well.

Part 2

Write an "X" in the blanks before those subjects and verbs that agree. Write an "O" in the blanks before those that do not agree.

_____ 1. houses has

_____ 2. John give

_____ 3. price increases

_____ 4. supervisor talks

_____ 5. suitcases were

_____ 6. hunger were

_____ 7. caverns was

_____ 8. people were

_____ 9. flowers is

_____ 10. dresses seems

Part 3

Correct the verbs in the following sentences. Draw a line through the incorrect verb. Write the correct verb in the blank to the left of each sentence. Place a "C" before correct sentences.

EXAMPLE: _*Were*_ ~~Was~~ these dishes dried properly?

__________ 1. Bill don't like detective stories.

__________ 2. The helicopters are at the airport.

__________ 3. The paintings in the museum is insured for a million dollars.

_________ 4. Lunch were good today.

_________ 5. Ammonia, as well as other household cleaners, are poison.

_________ 6. The channel between the islands are marked by buoys.

_________ 7. Kim or her brother are going to the freshman picnic.

_________ 8. The boys have organized a baseball team.

_________ 9. Don't Terry plan to run for president of FFA?

_________ 10. Mary Lou haven't made plans for the beauty contest.

_________ 11. The reports presented at the meeting was outstanding.

_________ 12. The scientists sees a cloud of dust.

_________ 13. The child enjoys watching cartoons.

_________ 14. Sponsors of the concerts pays all expenses.

_________ 15. What are the requirements for the contest?

_________ 16. Bills is the worst part of owning a car.

_________ 17. The seniors awaits graduation.

_________ 18. Here was the pages for the scrapbook.

_________ 19. The moon and Venus is visible at night.

_________ 20. The winners in the state competition goes to finals.

_________ 21. My best friends feeds my pet when I'm away.

_________ 22. The price tag on the pillows were marked.

_________ 23. Our club activities was listed in the newspaper.

_________ 24. Everything about that bridge is dangerous.

_________ 25. The theme of next month's workshops are "Improving Communication."

ASSIGNMENT SHEET 2 USING WORDS CORRECTLY 3

Name ______________________________ Score __________

OBJECTIVE 6

Select verbs for singular pronoun subjects.

INTRODUCTION

Singular pronouns take a singular verb when used as subjects of sentences.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Part 1

Underline the subject in each sentence. Then circle the correct verb in parentheses that agrees with the subject.

EXAMPLE: Each of my interviews (teach, [✓ teaches]) me something useful.

1. One of Tim's brothers (is, are) going to Oklahoma State University.
2. One of our trees (was, were) struck by lightning.
3. Either the battery or the bulb in my two flashlights (has, have) burned out.
4. Everybody (dance, dances) at the prom.
5. Someone (has, have) the hammer and nails.
6. Nobody (swim, swims) across our city lake.
7. Anyone (studies, study) to make good grades.
8. Neither of the workers (knows, know) how to change the fuse in the fusebox.
9. Everyone (was, were) requesting refunds on the product.
10. Each of the students (was, were) entering the vocational class.

Part 2

Write an "X" in the blank before each sentence in which the subject and verb agree. Write an "O" in the blank before each sentence in which the subject and verb do not agree.

____ 1. Somebody in the crowd were snoring.

____ 2. Each of the boys tries to outdo the other.

____ 3. Someone works on the project every day.

____ 4. One of the cabinets contain paint supplies.

____ 5. Each of the waiters is standing in the doorway.

____ 6. One assistant answers the telephone.

____ 7. Neither of the projects has any value.

____ 8. Everyone talks about the festival.

____ 9. Each of the farmers use modern machines.

____ 10. Some leaks is hard to find.

Part 3

Correct the verbs in the following sentences. Draw a line through the incorrect verb. Write the correct verb in the blank to the left of each sentence. Place a "C" before correct sentences.

EXAMPLE: _*gets*_ Each of the students ~~get~~ a chance to speak.

__________ 1. Either of these buses take you to the school.

__________ 2. Every one of the classes are interesting.

__________ 3. Either one of these two dresses fit you well.

__________ 4. Each of my teachers gives long homework assignments.

__________ 5. Any one of these students know how to rebuild an engine.

__________ 6. A few of the hand tools needs to be cleaned.

__________ 7. Neither horseplay nor joking is allowed in shop.

__________ 8. Each of my friends were expecting me to help with the project.

__________ 9. Either of those tools is suitable.

__________ 10. Each of the cars were going in a different direction.

ASSIGNMENT SHEET 3

USING WORDS CORRECTLY

3

Name ______________________________ Score __________

OBJECTIVE 7

Select verbs for plural pronoun subjects.

INTRODUCTION

Plural pronouns take a plural verb when used as subjects of sentences.

INSTRUCTIONS

Underline the subject in each sentence. Then circle the correct verb in parentheses that agrees with the subject.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

EXAMPLE: Both the red tie and the blue tie (look, [✓ looks]) good with that shirt.

1. Many of us (like, likes) long books.
2. Few of the pies (was, were) left after the bake sale.
3. Both of the trees (need, needs) trimming.
4. Both had rounded the bend and (was, were) out of sight.
5. Many (begin, begins) with the marshall of the parade riding in a convertible.
6. Both (has, have) vinyl tops.
7. Many students (study, studies) in front of a television set.
8. Several (was, were) mailed to the PTA members.
9. Few (vote, votes) on rainy days.
10. Many (is, are) made of chocolate and nuts.

ASSIGNMENT SHEET 4

USING WORDS CORRECTLY

3

Name ______________________________ Score __________

OBJECTIVE 8

Select verbs for the subjects *some, any, all, most,* and *none.*

INTRODUCTION

The words *some, any, all, most,* and *none* may take a plural verb or a singular verb depending upon the word to which they are referring.

INSTRUCTIONS

Underline the subject in each sentence. Then circle the correct verb in parenthesis that agrees with the subject.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

EXAMPLE: All of the chores (was, [✓ were]) done well.

1. Some of the pictures (was, were) burned in the fires.
2. All of the chairs (look, looks) comfortable.
3. None of the work (is, are) hard.
4. Some of the salt shakers (is, are) broken.
5. Most of us (agree, agrees) to the house plans.
6. All of the boys (has, have) failing grades except one.
7. Will any of the candidates (speaks, speak) to the crowd at the rally?
8. None of the eggs (was, were) rotten.
9. Most of the money (was, were) contributed by entertainers and movie stars.

ASSIGNMENT SHEET 5

USING WORDS CORRECTLY

3

Name ______________________________ Score __________

OBJECTIVE 9

Select verbs for subjects joined by *and*.

INTRODUCTION

Subjects joined by *and* take a plural verb.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

Part 1

Write an "X" in the blank before each sentence in which the subject and verb agree. Write an "O" in the blank before each sentence in which the subject and verb do not agree.

_____ 1. A tree and a telephone pole was lying in the road.

_____ 2. Sally and Marie are in my class.

_____ 3. Roxanne and Dana has a cute humorous duet.

_____ 4. Sharyl and Jeff is all-state actors.

_____ 5. The engine and a car of the train were derailed.

_____ 6. Reading and playing the piano is what Lynn likes to do.

_____ 7. Kristi and Shelley is cute girls.

_____ 8. Gasoline and clean rags are essential when cleaning paintbrushes.

_____ 9. Bolts and screwdrivers was ordered by Mr. Rushing.

_____ 10. Ms. Riley and Ms. Shepherd do substitute teaching.

Part 2

Write ten sentences of your own containing the following compound subjects joined by *and*. Make sure that your verb matches the compound subject.

1. *mops and buckets* ____________________

2. *pencils and paper* ____________________

3. *mothers and fathers* ____________________

4. *hammer and nails* ____________________

5. *saws and nails* ____________________

6. *washer and dryer* ____________________

7. *necklaces and rings* ____________________

8. *golf and tennis* ______________________________

____

____

9. *rod and reels* ______________________________

____

____

10. *teacher and students* ______________________________

____

____

Name ______________________________ Score __________

OBJECTIVE 10

Select verbs for subjects joined by *or* or *nor*.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

Part 1

Underline the subject in each sentence. Then circle the correct verb in parentheses that agrees with the subject.

EXAMPLE: The dog or the cat ([✓ has,] have) torn up the newspaper.

1. Reading or writing (is, are) better than watching television.
2. Melinda or Michael (take, takes) dancing lessons.
3. The flower or the skunk (smell, smells) very strong.
4. Neither the bedspread nor curtain (matches, match) the carpet.
5. Sliced bread or a roll (has, have) been served to the customer.
6. Swimming or tennis (don't, doesn't) appeal to me.
7. Neither Carl nor Fred (has, have) been sick for a week.
8. Carlsbad Caverns or Mt. Rushmore (is, are) a good vacation site.
9. Neither the boy nor girl (is, are) responsible for the accident.
10. Ms. Dillon or a teacher (has, have) been going to the campsite with the students.
11. July or August (gets, get) my vote for the best vacation time.

12. Neither the cassette nor the disc (plays, play) clearly.

13. The customer or the retailer (pays, pay) the additional tax.

14. Brainstorming or visualizing (encourages, encourage) creative thinking.

15. Neither John nor Larry (keeps, keep) accurate records.

Part 2

Write ten sentences of your own containing the following compound subjects joined by *or* or *nor*.

1. *neither she nor he* ____________________

2. *buckets or pails* ____________________

3. *vacuums or sweepers* ____________________

4. *a letter or a telegram* ____________________

5. *a ball peen hammer or a claw hammer* ____________________

6. *neither mud nor snow* ____________________

7. *the principal or his assistant*

8. *baking soda or ammonia*

9. *neither red nor green*

10. *neither Kirk nor his sister*

ASSIGNMENT SHEET 7

USING WORDS CORRECTLY

3

Name ______________________________ Score __________

OBJECTIVE 11

Select verbs for combined plural and singular subjects joined by *or* or *nor*.

INTRODUCTION

Singular and plural subjects joined by *or* or *nor* take the verb that agrees with the subject nearer the verb.

INSTRUCTIONS

Functional Reading

- Follow written instructions

Language

- Use standard grammar, spelling, and capitalization

Composition

- Use complete sentences

Part 1

Underline the subject in each sentence. Then circle the correct verb in parentheses that agrees with the subject.

EXAMPLE: Neither a banjo nor two guitars ([✓ sound], sounds) right for this part.

1. Hamburger meat or buns (was, were) bought for our class picnic.
2. The teacher or students (is, are) not in the classroom.
3. Neither the President nor her aides (was, were) on the airplane.
4. Neither the singers nor the piano player (has, have) memorized the music.
5. Either the captain of the team or the coaches (plan, plans) to attend the pep rally.
6. Girls or a boy (sews, sew) the carpentry aprons for our carpentry class.
7. Neither Tina nor her helpers (make, makes) good cupcakes.
8. Either Jack Thompson or the school board members (don't, doesn't) agree with the proposal for the new high school.
9. Neither the record player nor the records (play, plays) clearly.
10. Either Mother or the ladies (is, are) going to the convention in the city.

11 Neither the manager nor the employees (favor, favors) the changes.

12. Miss Smith or our club officers (has, have) the printed programs.

13. Neither the reporters nor the secretary (have, has) responded to my letter.

14. The advisors or the treasurer (write, writes) the check to pay for memberships.

Part 2

Write ten sentences of your own containing the following combined singular and plural subjects. Make sure that your verb matches the subject closer to it.

1. *clock or watches* ________________________________

____

____

2. *neither the brothers nor sister* ________________________

____

____

3. *fence or walls* ________________________________

____

____

4. *neither the materials nor the tool* ____________________

____

____

5. *town or cities* ________________________________

____

____

6. *neither the drywall nor rafters* ______

7. *washer or dryers* ______

8. *green shirt or blue shirts* ______

9. *pebbles or stone* ______

10. *neither sickness nor injuries* ______

ASSIGNMENT SHEET 8

USING WORDS CORRECTLY

Name ______________________________ Score __________

OBJECTIVE 14

Distinguish between standard and nonstandard language in given sentences.

INTRODUCTION

One way to improve your communication skills is to identify words and expressions that are often misused and practice using their correct forms.

INSTRUCTIONS

Choose standard usage terms in sentences. In each of the following sentences, circle the correct standard usage word(s) in parentheses.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

EXAMPLE: The students congratulated (theirselves, [✓ themselves]).

Part 1

1. Our supervisor (don't, doesn't) allow any foolishness on the job.
2. The boys got (theirselves, themselves) in trouble because they weren't working.
3. They were standing around (as if, like) everything was done.
4. Dad says a man can be proud of (himself, hisself) when he gives a full day's work for a full day's pay.
5. I have (did, done) more than my share of work today.

Part 2

1. The boy (brought, brung) the correct tools.
2. He (doesn't, don't) always get finished this soon.
3. He is very proud of (himself, hisself).
4. Many people could be proud of (theirselves, themselves) if they worked better.
5. Shake my hand (as if, like) you mean it.

Part 3

1. John has (done, did) his work rapidly.
2. I (brought, brung) my report to class.
3. Sally's smiling (like, as if) she won.
4. The flag was (saw, seen) through the telescope.
5. (Alot, A lot) of reading was required in the class.

Part 4

Cross out incorrect words or letters in the following sentences. Write the corrected word or words in the blank to the left of each sentence. Write a "C" in the blanks before those sentences that are correctly written.

EXAMPLE: *Right now* ~~At this point in time~~, I am ready to quit.

______________ 1. Dad can't find his paintbrushes anywheres.

______________ 2. He had ought to put them away after cleaning them.

______________ 3. Where will you be working at when school is out?

______________ 4. I will be working in front of a crowd.

______________ 5. I can't hardly drive a nail straight.

______________ 6. There is a switch in back of that door.

______________ 7. Unload the lumber off of the truck.

______________ 8. Due to the fact that you might fall, you ought not walk on the ledge.

______________ 9. That there torch can cause you to be blind.

______________ 10. The blueprints were nowhere in sight.

Part 5

The following sentences contain words whose endings are often omitted. Circle the word(s) with the correct endings in parentheses.

EXAMPLE: The NASA space (scientist, [✓ scientists]) are busy.

1. You are not (suppose, supposed) to operate broken equipment.
2. He always (ask, asks) his instructor if he does understand.
3. She is not a (prejudice, prejudiced) person.
4. The two (scientist, scientists) solved the problem.
5. The teacher (ask, asks) many questions.
6. I (use, used) to have many (prejudice, prejudices).
7. What am I (suppose, supposed) to do?
8. How many (scientist, scientists) attended the meeting?
9. (Prejudice, Prejudiced) can be very harmful.
10. How am I (suppose, supposed) to get (use, used) to this?

Part 6

Read the following sentences, then circle the correct adjective or adverb in parentheses.

EXAMPLE: This spaghetti tastes very ([✓ good], well).

1. The welder did her job very (good, well).
2. "I can do this job (good, well)," said the carpenter.
3. The man was not burned (bad, badly) when the grease splattered on him.
4. The car battery was in (bad, badly) shape.
5. His sister is a (good, well) cook.
6. The teacher was (good, well) dressed for the interview.
7. The picnic turned out (good, well).
8. (Bad, Badly) tires can cause an accident.

9. This house needs a paint job (bad, badly).

10. The (bad, badly) mechanic blamed his tools.

11. I'm glad he is (good, well) again.

12. John reacted to his loss (bad, badly).

13. She plays the piano very (good, well).

14. (Bad, Badly) written reports confuse club members.

15. How (well, good) have you learned your lesson?

Part 7

The following sentences contain easily confused words. Circle the correct word in parentheses for each of the following sentences.

EXAMPLE: This machine does not (except, [✓ accept]) coins.

1. Do not (accept, except) as truth everything someone tells you.

2. We must (accept, except) the lowest construction bid.

3. (Accept, Except) for a few minor problems, the motor runs well.

4. Everyone passed the test (accept, except) Tony.

5. A strike will have no (affect, effect) on this job.

6. What the teacher said (affected, effected) me.

7. Does smoking (affect, effect) you?

8. The (affect, effect) of pollution on the environment is obvious.

9. Painting the house caused an argument (among, between) Mother and Dad.

10. The work was divided (among, between) Jean, Paula, and Nicole.

Part 8

1. You could (have, of) built the swing set.

2. Before wiring the lamp you should (have, of) read the directions.

3. Your homework could (have, of) been done before the game.

4. The men were proud of (their, there, they're) work.

5. He placed the hammer (their, there, they're) on the shelf.

Part 9

1. Our class went (to, too, two) visit a construction site.

2. We talked with (to, too, two) people who built bridges.

3. One of them said (to, too, two) many people were out of work unnecessarily.

4. It is easy (to, too, two) get a job if you know a trade.

5. I am glad I can go (to, too, two) vo-tech classes.

Part 10

1. (It's, Its) a beautiful day for completing our project.

2. This machine is dangerous; (it's, its) safety guard should never be removed.

3. If (it's, its) removed, you may injure yourself.

4. (It's, Its) parts have very sharp grinding edges.

5. Ivory is the safety code color applied to (it's, its) edges.

Part 11

1. Please (sit, set) the project on that shelf.

2. The project (sits, sets) on the second shelf.

3. Last week you left the project (sitting, setting) on the floor.

4. You didn't know where to (sit, set) it.

5. Remember that it always (sits, sets) in the same place.

Part 12

1. Never leave your tools (lying, laying) around.

2. When you (lie, lay) a tool down, remember where you put it.

3. Once you misplaced a tool, and it (lay, laid) out for a week.

4. These small tools always (lie, lay) in that shallow drawer.

5. That one has (lain, laid) there for a long time.

Part 13

1. Watch out for that (lose, loose) board.

2. It is difficult to (rise, raise) a flag when it is windy.

3. We must (quit, quite) being so noisy.

4. I like a (quite, quiet) place to study.

5. Don't (lose, loose) that blueprint.

WRITTEN TEST

USING WORDS CORRECTLY

3

Name ______________________________ Score __________

OBJECTIVE 1

Match terms related to using words correctly to their correct definitions. Write the correct letters in the blanks.

A. Standard
B. Nonstandard
C. Adjective
D. Adverb
E. Noun
F. Formal
G. Informal
H. Preposition
I. Slang
J. Illiterate

K. Plural
L. Predicate
M. Sentence
N. Verb
O. Subject
P. Singular
Q. Agreement
R. Pronoun
S. Number
T. Contraction

____ 1. Word in which one or more letters are omitted (an apostrophe signals the omission)

____ 2. Word that describes a verb, adjective, or another adverb

____ 3. Language uniformly regarded as clearly understandable by educated native speakers: includes formal and informal levels

____ 4. Standard language used for everyday, personal expression

____ 5. Language that violates the use of grammar of educated native speakers: includes slang and illiterate levels

____ 6. Standard language reserved for serious, impersonal expression of information

____ 7. Word that describes a noun or pronoun

____ 8. Word that names something

____ 9. Word that connects a noun or a pronoun with other elements in a phrase or sentence

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_____ 10. Nonstandard informal language composed of consciously-created new words

_____ 11. A word or group of words about which the sentence makes a statement (subjects contain noun or noun equivalents)

_____ 12. Nonstandard language composed of grammar and words used in ignorance of basic rules of reading and writing

_____ 13. Word that stands for a noun

_____ 14. Word referring to one element

_____ 15. Arrangement of words indicating an actor (subject) and an action (verb)

_____ 16. Word referring to more than one element

_____ 17. Word that indicates an action or state of being

_____ 18. How many subjects act or experience an action, one (singular) or more than one (plural)

_____ 19. Subject and verb match in number

_____ 20. Part of a sentence that says something about the subject (predicates contain verbs and modifiers)

OBJECTIVE 2

Distinguish between singular and plural subjects. Write an "S" in the blanks before characteristics of singular subjects and a "P" in the blanks before characteristics of plural subjects.

_____ 1. Is used with a singular verb

_____ 2. Names more than one person, place, or thing

_____ 3. Is used with a plural verb

_____ 4. Names only one person, place, or thing

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OBJECTIVE 3

Distinguish between singular and plural verbs. Write an "S" in the blanks before singular verbs and a "P" in the blanks before plural verbs.

____ 1. Is

____ 2. Was

____ 3. Action verbs that do not end in *s*

____ 4. Are

____ 5. Has

____ 6. Doesn't

____ 7. Were

____ 8. Have

____ 9. Action verbs that end in *s*

____ 10. Don't

OBJECTIVE 4

Select from a list rules of subject and verb agreement. Write an "X" before correct statements.

____ 1. A verb agrees with its subject in number.

____ 2. A verb does not agree with its subject in number.

____ 3. Singular pronouns such as *either*, *neither*, *one*, *everyone*, *everybody*, *no one*, *nobody*, *anyone*, *anybody*, *someone*, and *somebody* take a singular verb when they are used as subjects of sentences.

____ 4. Plural pronouns such as *several*, *few*, *both*, and *many* take a plural verb when they are used as subjects of sentences.

____ 5. Pronouns such as *some*, *all*, *any*, *most*, and *none*, when used as subjects of sentences, may take a plural or singular verb depending on the word to which they are referring.

____ 6. Subjects joined by *and* take a plural verb.

____ 7. Subjects joined by *and* may take a singular verb.

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____ 8. Singular subjects joined by *or* or *nor* take a singular verb.

____ 9. Singular subjects and plural subjects joined by *or* or *nor* take the verb that agrees with the subject that is nearer the verb.

____ 10. In sentences beginning with a false subject, such as *there* and *here*, the verb agrees with the actual subject.

OBJECTIVE 5	**Evaluated on Assignment Sheet 1.**
OBJECTIVE 6	**Evaluated on Assignment Sheet 2.**
OBJECTIVE 7	**Evaluated on Assignment Sheet 3.**
OBJECTIVE 8	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 9	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 10	**Evaluated on Assignment Sheet 6.**
OBJECTIVE 11	**Evaluated on Assignment Sheet 7.**

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OBJECTIVE 12

Match levels of English to their correct uses. Write the correct letters in the blanks. Letters may be used more than once. Some blanks will contain more than one letter:

A. formal
B. informal
C. slang
D. illiterate

_____ 1. Nonstandard English

_____ 2. Standard English

_____ 3. Used in casual conversation; "fad" language

_____ 4. Use when writing compositions

_____ 5. Do not use in compositions, except in dialogue

_____ 6. Used by the uneducated

_____ 7. Use in serious writing or speaking

_____ 8. Use in everyday situations requiring proper English

_____ 9. Should not be used in writing, except where necessary in dialogue

_____ 10. Use whenever you wish to make a good impression

_____ 11. Use when speaking or writing to friends or family members

OBJECTIVE 13

List common causes of nonstandard English. List five causes in the blanks.

- ____
  ____
- ____
  ____
- ____
  ____

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- ____
  ____
- ____
  ____

OBJECTIVE 14 **Evaluated on Assignment Sheet 8.**

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ASSIGNMENT SHEETS

OBJECTIVE 5

Assignment Sheet 1

Part 1

The following answers include the subject the students should have underlined followed by the correct verb they should have circled.

1. plumber; works
2. horses; jump
3. tractor; pulls
4. cars; go
5. motorcycles; run
6. Mice; eat
7. pencil; sharpens
8. Everyone; tries
9. friends; have taken
10. Sara; cooks
11. Mike; does
12. All; read
13. Both; are
14. lady; buys
15. men; travel
16. students; participate
17. calves; play
18. girls; talk
19. Janie; swims
20. job; pays

Part 2

1. O
2. O
3. X
4. X
5. X
6. O
7. O
8. X
9. O
10. O

Part 3

1. doesn't
2. C
3. are
4. was
5. is
6. is
7. is
8. C
9. Doesn't
10. hasn't
11. were
12. see
13. C
14. pay
15. C
16. are
17. await
18. were
19. are
20. go
21. feed
22. was
23. were
24. C
25. is

OBJECTIVE 6

Assignment Sheet 2

Part 1

The following answers include the subject the students should have underlined followed by the correct verb they should have circled.

1. One; is
2. One; was
3. Either; has
4. Everybody; dances
5. Someone; has
6. Nobody; swims
7. Anyone; studies
8. Neither; knows
9. Everybody; was
10. Each; was

Part 2

1. O
2. X
3. X
4. O
5. X
6. X
7. X
8. X
9. O
10. O

Part 3

1. takes
2. is
3. fits
4. C
5. knows
6. need
7. C
8. was
9. C
10. was

OBJECTIVE 7

Assignment Sheet 3

The following answers include the subject the students should have underlined followed by the correct verb they should have circled.

1. Many; like
2. Few; were
3. Both; need
4. Both; were
5. Many; begin
6. Both; have
7. students; study
8. Several; were
9. Few; vote
10. Many; are

OBJECTIVE 8

Assignment Sheet 4

The following answers include the subject the students should have underlined followed by the correct verb they should have circled.

1. Some; were
2. All; look
3. None; is
4. Some; are
5. Most; agree
6. All; have
7. Any; speak
8. None; were
9. Most; was

OBJECTIVE 9

Assignment Sheet 5

Part 1

1. O
2. X
3. O
4. O
5. X
6. O
7. O
8. X
9. O
10. X

Part 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 10

Assignment Sheet 6

Part 1

The following answers include the subject the students should have underlined followed by the correct verb they should have circled.

1. Reading, writing; is
2. Melinda, Michael; takes
3. flower, skunk; smells
4. curtain; matches
5. roll; has
6. tennis; doesn't
7. Fred; has
8. Mt. Rushmore; is
9. girl; is
10. teacher; has
11. August; gets
12. disc; plays
13. retailer; pays
14. visualizing; encourages
15. Larry; keeps

Part 2

Evaluated to the satisfaction of the instructor

OBJECTIVE 11

Assignment Sheet 7

The following answers include the subject the students should have underlined followed by the correct verb they should have circled.

Part 1

1. meat, buns; were
2. students; are
3. aides; were
4. player; has
5. coaches; plan
6. boy; sews
7. helpers; make
8. members; don't
9. records; play
10. ladies; are
11. employees; favor
12. officers; have
13. secretary; has
14. treasurer; writes

Part 2 — Evaluated to the satisfaction of the instructor

OBJECTIVE 14

Assignment Sheet 8

Part 1

1. doesn't
2. themselves
3. as if
4. himself
5. done

Part 2

1. brought
2. doesn't
3. himself
4. themselves
5. as if

Part 3

1. done
2. brought
3. as if
4. seen
5. A lot

Part 4

The following answers include the corrected word or words students should have written in the blanks followed by the unnecessary words or letters they should have crossed out.

1. anywhere; "s" from anywheres
2. ought; had
3. working; at
4. before; in front of
5. can hardly or can't; n't from can't or hardly
6. behind; in back of
7. from; off of
8. Because; due to the fact that
9. That; there
10. C

Part 5

1. supposed
2. asks
3. prejudiced
4. scientists
5. asks
6. used; prejudices
7. supposed
8. scientists
9. Prejudice
10. supposed; used

Part 6

1. well
2. well
3. badly
4. bad
5. good
6. well
7. well
8. Bad
9. badly
10. bad

Part 7

1. accept
2. accept
3. Except
4. except
5. effect
6. affected
7. affect
8. effect
9. between
10. among

Part 8

1. have
2. have
3. have
4. their
5. there
6. there
7. They're
8. they're
9. their
10. their

Part 9

1. to
2. two
3. too
4. to
5. to

Part 10

1. It's
2. its
3. it's
4. Its
5. its

Part 11

1. set
2. sits
3. sitting
4. set
5. sits

Part 12

1. lying
2. lay
3. lay
4. lie
5. lain

Part 13

1. loose
2. raise
3. quit
4. quiet
5. lose

WRITTEN TEST

OBJECTIVE 1

1. T
2. D
3. A
4. G
5. B
6. F
7. C
8. E
9. H
10. I
11. O
12. J
13. R
14. P
15. M
16. K
17. N
18. S
19. Q
20. L

OBJECTIVE 2

1. S
2. P
3. P
4. S

OBJECTIVE 3

1. S
2. S
3. P
4. P
5. S
6. S
7. P
8. P
9. S
10. P

OBJECTIVE 4

1, 3, 4, 5, 6, 8, 9, 10

OBJECTIVE 5

Evaluated on Assignment Sheet 1.

OBJECTIVE 6

Evaluated on Assignment Sheet 2.

OBJECTIVE 7

Evaluated on Assignment Sheet 3.

OBJECTIVE 8

Evaluated on Assignment Sheet 4.

OBJECTIVE 9

Evaluated on Assignment Sheet 5.

OBJECTIVE 10

Evaluated on Assignment Sheet 6.

OBJECTIVE 11

Evaluated on Assignment Sheet 7.

OBJECTIVE 12

1. C, D
2. A, B
3. C
4. A
5. B
6. D
7. A
8. B
9. C, D
10. A
11. B

OBJECTIVE 13

Answer should include any five of the following:

- Using the wrong verb form
- Using the wrong pronoun or using the wrong word in place of a pronoun
- Using unnecessary words or letters
- Using the wrong endings on words
- Using adjectives in place of adverbs
- Using the wrong word

OBJECTIVE 14

Evaluated on Assignment Sheet 8.

OBJECTIVE SHEET

DEVELOPING WRITTEN COMMUNICATION

4

INTRODUCTION

Many of the most important messages you prepare and receive are in written form; from graduation announcements to job termination notices, written communication preserves the events of your life. Being able to write your thoughts, feelings, and information in well-organized paragraphs helps you express yourself and helps your receiver understand your message.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with written communication to their correct definitions.
2. Select from a list characteristics of a nonfiction paragraph.
3. Select topic sentences. (Assignment Sheet 1)
4. Distinguish between sentences that relate closely to topic sentences and those that do not. (Assignment Sheet 2)
5. List rules for writing an extended paragraph.
6. Select from a list ways to show the relationship of sentences in a paragraph.
7. Select sentences linked with effective transitions. (Assignment Sheet 3)
8. State ways to develop a paragraph.
9. List rules for forming an outline.
10. Write an outline. (Assignment Sheet 4)
11. Write a paragraph developed by giving details or examples. (Assignment Sheet 5)
12. Write a paragraph developed by giving reasons. (Assignment Sheet 6)

13. List steps for combining paragraphs to create longer writing forms.

14. Discuss the procedure for improving a rough draft.

15. Discuss the procedure for editing a second draft.

16. List steps for writing a final (third) draft.

17. Prepare a final copy. (Assignment Sheet 7)

SUGGESTED
ACTIVITIES

DEVELOPING WRITTEN COMMUNICATION

4

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with written communication to their correct definitions.

- Ask the students to write paragraphs, and have them read the paragraphs aloud. As they read, require all the other students to write one question they would like to ask the reader based on something they heard in the paragraph.

☑ **NOTE:** The purpose is to help the students see the connection between paragraph development and the listener or reader's need to know information.

- Have the students begin bringing to class examples of magazine, newspaper, and textbook (or report) paragraphs. Also ask them to find examples of essays and reports (such as editorials, extended news stories, and company reports). Begin to assemble a class file of professional writing samples.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with written communication.

Objective 2: Select from a list characteristics of a nonfiction paragraph.

- Use Information Sheet, objective 2 to discuss characteristics of a nonfiction paragraph.

Objective 3: Select topic sentences. (Assignment Sheet 1)

- Copy onto the board several brief paragraphs containing topic sentences. Have students select the topic sentences and explain their choices.

- Have the students complete Assignment Sheet 1.

Objective 4: Distinguish between sentences that relate closely to topic sentences and those that do not. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2.

Objective 5: List rules for writing an extended paragraph.

- Use Information Sheet, objective 5 to discuss rules for writing an extended paragraph.

- Ask the students to brainstorm for five minutes on a general word (topic) you supply, such as *school*, *sports*, *cars*, etc. Using the single words they supply, write a topic sentence on the board based on an opinion or belief about the topic. Continue to build a paragraph following the given rules.

Objective 6: Select from a list ways to show the relationship of sentences in a paragraph.

- Use Information Sheet, objective 6 to discuss ways to show the relationship of sentences in a paragraph.

- Display Transparency 1 to provide examples of transitional expressions.

Objective 7: Select sentences linked with effective transitions. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3.

Objective 8: State ways to develop a paragraph.

- Use Information Sheet, objective 8 to discuss ways to develop a paragraph.

- Select from the class file of professional writing samples several examples of each type of development. Provide copies of these to the class. Have students volunteer to read the paragraphs aloud. Discuss how each paragraph is developed.

Objective 9: List rules for forming an outline.

- Display Transparency 2 to illustrate the nature of an outline.

- Use Information Sheet, objective 9 to discuss rules for creating an outline.

- On the board, write outlines of the ideas expressed in several of the paragraphs discussed in objective 8.

  ☞ **NOTE:** Remind the students that ordinarily an outline precedes the rough draft.

Objective 10: Write an outline. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

Objective 11: Write a paragraph developed by giving details or examples. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

Objective 12: Write a paragraph developed by giving reasons. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

Objective 13: List steps for combining paragraphs to create longer writing forms.

- Use Information Sheet, objective 13 to discuss the procedure for combining paragraphs to create longer writing forms.

- Choose a subject for demonstration purposes and develop a sample paragraph based on Assignment Sheet 5 or 6. Build an essay on the board together as a class. Ask the students to prepare additional paragraphs for the demonstration topic. Form a rough essay from the various submitted paragraphs on the same topic. Have the students copy the essay for future reference.

  ☑ **NOTE:** The students will work with this essay in objectives 14-17.

Objective 14: Discuss the procedure for improving a rough draft.

- Use Information Sheet, objective 14 to discuss ways to improve a rough draft.
- Continue the process of group writing on the board, emphasizing transitions.
- Have the students update their copies to create a second draft.

Objective 15: Discuss the procedure for editing a second draft.

- Use Information Sheet, objective 15 to discuss the procedure for editing a second draft.
- Have the students read through their copies of the class-written essay checking for style considerations.
- Review the students' findings in class. Have them make changes and corrections on their copies.

Objective 16: List steps for writing a final (third) draft.

- Use Information Sheet, objective 16 to specify the form for the final draft.

Objective 17: Prepare a final copy. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7 by presenting a final copy of their essay.
- Review and return the essays for the students' future reference.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Herman, William. *The Portable English Handbook*. Austin, TX: Holt, Rinehart and Winston, 1986.
- Lindemann, Erika. *A Rhetoric for Writing Teachers* 3d ed. NY: Oxford University Press, 1995.
- Ponsot, Marie, and Rosemary Deen. *Beat Not the Poor Desk—Writing: What to Teach, How to Teach It, and Why*. St. Portsmouth, NJ: Boynton/Cook Publishers, 1982.
- Warriner, John E. E*nglish Composition and Grammar*. Austin, TX: Holt, Rinehart and Winston, 1988.

INFORMATION SHEET

DEVELOPING WRITTEN COMMUNICATION

4

OBJECTIVE 1

Match terms associated with written communication to their correct definitions.

- **body** — the main section of a composition, giving the reasons behind or examples to illustrate the writer's thesis
- **composition** — an extended piece of school writing; an essay designed to teach writing skills
- **conclusion** — final section of a composition; an ending which may give a summary of main points or a restatement of the thesis
- **details** — particulars; specific facts
- **develop** — to make clear; to expand on
- **edit** — to correct small, mechanical errors in a composition, including typos, errors in grammar, word use, or spelling
- **examples** — details illustrating a fact or opinion
- **final copy** — last written copy of a composition, following revision and editing
- **format** — the layout of a composition on the page; the visual presentation of writing

  ☑ **NOTE:** Creating an inappropriate format can affect how your message is received. To best convey your message, carefully format your writing, including concerns with indentation, headings, type style, graphics, and white space.

- **indent** — to space in from the left margin
- **introduction** — first section of a composition, giving the subject, the writer's thesis, and the plan of development
- **nonfiction** — writing which deals with real events
- **outline** — logical organization of ideas that forms the framework of an intended piece of writing

- **paragraph** — group of related sentences developing one central idea
- **prewriting** — mental activities leading to decisions about a composition's content, style, organization, etc.
- **readability** — measure of how clear and legible a composition appears to the reader: includes such factors as word and sentence length, word choice, number of words, and printing elements
- **reasons** — details explaining a fact or opinion
- **revise** — to make corrections in the content and/or the arrangement of a composition
- **rough draft** — first written copy of a composition
- **style** — the manner in which the writer speaks to the reader
- **thesis statement** — a statement of the position a writer intends to advance and argue for in a composition
- **topic sentence** — statement giving the controlling idea of a paragraph; what the paragraph is about
- **transition** — word, phrase, or sentence that connects ideas between sentences or paragraphs
- **white space** — the blank or empty spaces on a page

  ☑ **NOTE:** You can create white space by using indentation, headings, columns, and graphics. Providing effective white space greatly enhances readability and is key to structuring an effective format.

- **wordiness** — using more words than necessary to convey a message

OBJECTIVE 2 **Select from a list characteristics of a nonfiction paragraph.**

- Generally composed of sentences united around a single idea based on a real event

  - ☐ Occasionally expressed by a *topic sentence* when paragraph gives *reasons* or *examples*, but more likely expressed by the interrelationship of all the sentences

    ☑ **NOTE:** Topic sentences generally *introduce* groups of sentences giving examples or reasons in support of the topic, but they may also appear in the *middle or end* of the paragraph.

- May be indicated by indentation, spacing, numerals, typeface changes, or a combination of any of these

  ☑ **NOTE:** How a paragraph is indicated visually depends on the particular format of the writing, space requirements, and the author's purpose. Paragraph indications are usually more obvious in writing that attempts to persuade or instruct the general reader or in any writing designed to be read aloud or quickly.

- May vary greatly in length, depending on the type of writing

  ☑ **NOTE:** Paragraphs in newspapers and news magazines are frequently composed of single sentences to accommodate column space. Single-sentence paragraphs may also appear in reports or informal essays as transitions. In contrast, extended paragraphs appear in formal reports or essays, particularly in professional or scholarly fields. A new paragraph always signals a break to the reader's eye and mind.

- Becomes the basic material of longer forms of writing, such as reports, letters, and essays

OBJECTIVE 3 **Complete Assignment Sheet 1.**

OBJECTIVE 4 **Complete Assignment Sheet 2.**

OBJECTIVE 5 **List rules for writing an extended paragraph.**

1. Express an opinion, belief, observation, or conclusion in a general (topic) sentence.

2. Write sentences that support or show why you stated the topic sentence (details, reasons, examples).

3. Arrange the sentences in a clear, readable order, linking them to one another and to the topic sentence.
4. Revise the topic sentence if necessary (expand, restrict).

OBJECTIVE 6

Select from a list ways to show the relationship of sentences in a paragraph.

- Use pronouns to refer to nouns in previous sentences.

  EXAMPLE: *John's speech* was outstanding. *It* influenced the members as *he* had hoped *it* would. *It* refers to speech; *he* refers to *John*.

- Repeat key words and ideas.

  EXAMPLE: Most of us want to communicate effectively. We do not, however, automatically have the tools to express ourselves clearly. Two of the important tools for sending and receiving clear messages are thought and effort.

- Use transitional expressions.

also
anyhow
as a result
at the same time
besides
but
consequently
finally
first, second, third
for example
for instance
furthermore
hence
however
in fact
in addition
in contrast
in comparison
in conclusion
in other words
indeed
instead
likewise
meanwhile
moreover
nevertheless
on the other hand
on the contrary
otherwise
similarly
still
that is
then
therefore
thus
while

OBJECTIVE 7

Complete Assignment Sheet 3.

OBJECTIVE 8

State ways to develop a paragraph.

- Give details or examples that support the topic sentence.

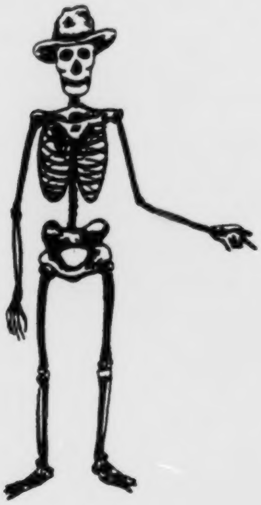
  EXAMPLE: "Until recently, women in the armed forces have not been allowed to serve as real soldiers. They were limited to combat support roles. They could not serve as embassy security guards. They could not serve aboard high-altitude reconnaissance aircraft or on ammunition or other combat ships. They could not fill positions in front-line battalions."

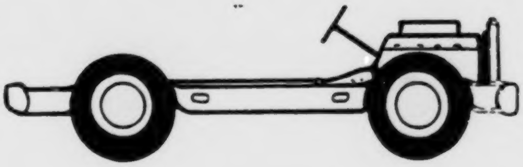
- Give reasons that support the topic sentence.

  EXAMPLE: "The policy toward women in the armed services has changed. Women have demanded to be allowed to fly the fighter jets they once trained others to fly, and they have piloted refueling tankers that are prime missile targets. As a result, the definition of *front-line duty* no longer excludes women. As a consequence, the Pentagon has opened expanded roles to females in the military."

OBJECTIVE 9

List rules for forming an outline.





- Write the title of the composition above the outline.

- Use Roman numerals for main topics.

EXAMPLE: My Pet Peeves

I. At home

II. At school

III. At parties

- Use capital letters for subtopics.

☑ **NOTE:** Is each paragraph developed and informative? Do your lettered subtopics fully develop your numbered main topic?

EXAMPLE: My Pet Peeves

I. At home

A. Hearing "I told you so"

B. Arguing about television channels

C. Having to go to bed early

- Include at least two headings at every level.

EXAMPLE: Two Roman numerals, two capital letters, and so on.

☑ **NOTE:** Never have just one main idea or just one subtopic.

EXAMPLE: My Pet Peeves

I.

A.

B.

II.

A.

B.

- Add an introduction and a conclusion to the outline.

☑ **NOTE:** The introduction and the conclusion are not subtopics; therefore, you must have a minimum of four Roman numerals.

EXAMPLE: How to Apply for a Job

I. Introduction

Thesis statement (defined in objective 1): To be successful, an applicant for a job must prepare carefully for the interview

II. Arranging the interview

A. Writing the resume

B. Writing a letter of application

C. Requesting an appointment

III. Preparing for an interview

A. Study of employer

B. Personal grooming

IV. Being interviewed

A. When to listen

B. When to ask questions

V. Conclusion

OBJECTIVE 10 **Complete Assignment Sheet 4.**

OBJECTIVE 11 **Complete Assignment Sheet 5.**

OBJECTIVE 12 **Complete Assignment Sheet 6.**

OBJECTIVE 13 **List steps for combining paragraphs to create longer writing forms.**

1. Group the paragraphs according to topics.

2. Determine and restrict a main thesis: what all the paragraphs are about.

3. Arrange the paragraphs into three parts — an introduction, a body, and a conclusion.

4. Write a rough draft of the essay, letter, or report.

OBJECTIVE 14 **Discuss the procedure for improving a rough draft.**

- Read the draft aloud to yourself and your peers for review.
- Apply the outline to the draft.

  ☑ **NOTE:** Check for logic and depth of each paragraph. Do all the paragraphs stay on the same subject?

- Use transitions to make the paragraphs fit together.

  EXAMPLE: "Now the *policy toward women in the armed services* may be changing."

  ☑ **NOTE:** The italicized words repeat the subject of a previous paragraph.

- Rewrite the rough draft to create a second draft, applying corrections.

OBJECTIVE 15 **Discuss the procedure for editing a second draft.**

- Read the second draft aloud to yourself and your peers for review.
- Check for style considerations.

  ☐ Wordiness

  ☑ **NOTE:** Always use as few words as possible to convey your message.

    ▸ Change passive voice to active voice verbs whenever possible. Overusing passive voice can lead to sentence structure errors that can cause your message to be misunderstood.

EXAMPLE: The *report was read* by the committee.

(Passive — Subject of the sentence is not doer of action.)

The *committee read* the report.

(Active — Subject of the sentence is doer of action.)

- Change nouns to verbs whenever possible.

  EXAMPLE: The committee made *recommendations*

  The committee recommended...

- Reduce paragraphs to sentences, sentences to clauses, clauses to phrases, phrases to words whenever possible.

EXAMPLE: The committee's conferences had reached no successful settlement into the matter.

The committee's negotiations had failed.

☐ Grammar

☑ **NOTE:** All sentences should reflect standard usage.

☐ Word choice (diction)

☑ **NOTE:** The vocabulary used should be appropriate for your reader and purpose; standard language.

☐ Writer's tone of voice

☑ **NOTE:** How do you sound toward your reader and your subject? What attitude are you expressing?

- Make all changes and corrections.

OBJECTIVE 16 **List steps for writing a final (third) draft.**

- Type or legibly handwrite.
- Doublespace between lines; leave one-inch margins on all four sides of each page.
- Number the second and succeeding pages only.

- Prepare the title sheet.

  ☞ **NOTE:** Center your name, the instructor's name, the class designation, the date, and the title of the paper. This information may also appear in the upper left corner of the first page, if preferred.

OBJECTIVE 17 **Complete Assignment Sheet 7.**

TM 1

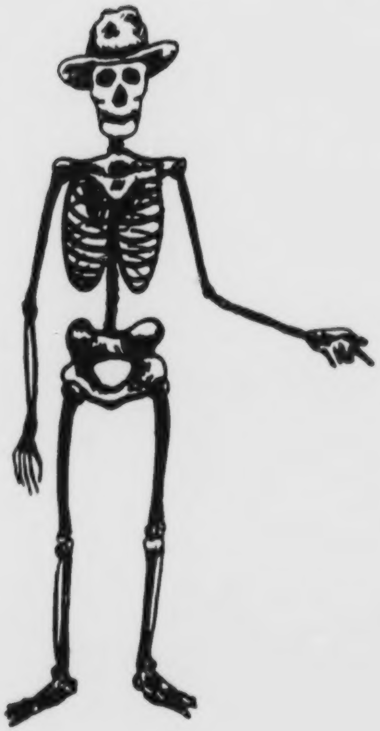
Transitional Expressions

- also
- anyhow
- as a result
- at the same time
- besides
- but
- consequently
- finally
- first, second, third
- for example
- for instance
- furthermore
- hence
- however
- in fact
- in addition
- in contrast
- in comparison
- in conclusion
- in other words
- indeed
- instead
- likewise
- meanwhile
- moreover
- nevertheless
- on the other hand
- on the contrary
- otherwise
- similarly
- still
- that is
- then
- therefore
- thus
- while

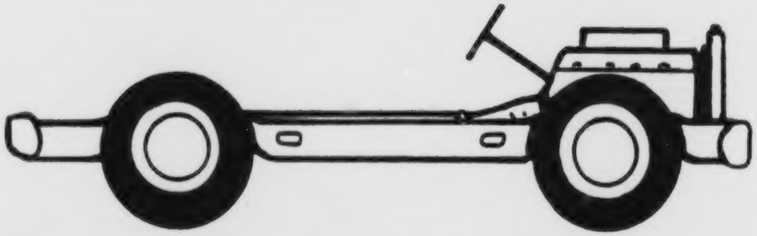
May be photocopied for student use.

What is an Outline?

a skeleton



or a frame



An outline forms the framework of a composition, essay, or speech.

May be photocopied for student use

Name ______________________ Score __________

OBJECTIVE 3 **Select topic sentences.**

INTRODUCTION

A topic sentence is a sentence that tells the reader what the paragraph is about. It is the controlling idea of the whole paragraph. Each paragraph should have one topic sentence and only one main idea.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences
- Use topic sentences

Part 1

Underline the topic sentence in each of the following paragraphs.

1. Building a brick wall is not as easy as it appears. In building a brick wall, the builder must first prepare a bed which is perfectly horizontal. At the same time, he must be sure that the bed is firm enough to hold a wall without sinking. For this purpose cement or cement blocks may be used. Laying cement and allowing it to dry properly and evenly requires much skill. Using cement blocks, too, may present problems. The surface on which they are placed must be perfectly level.

2. Football practice presents a lively and colorful picture. As I approach the field, the scene presents a pageant of color and movement against a background of green grass. Leaping into practice, the players prepare a play. In a sudden blur of colors, the play swings to the right and ends abruptly in a smash. I hear the wail of the whistle and watch the referee dive into the wriggling mass to find the ball.

3. Speed is a major cause of automobile accidents. Even though they know this, Americans continue to race toward death on the highway. Newspapers are filled with the gory details of mangled bodies found in car wrecks that occur because of driving too fast. Many drivers fail to adjust their speed to road conditions. They drive too fast on rain-slick or snow-slippery highways. They fail to slow down for sharp curves. Speeders are daredevils who gamble that they will not become statistics in the files of the state highway department.

4. Tropical fish cannot come when you call. They don't show that they can hear you when you talk, but tropical fish can see objects outside of their tank. If you approach the tank and hold their box of food near the glass, you can train them to rise to the top to be fed. Angel fish are particularly keen-sighted and intelligent. If your tank contains angel fish, these fish will quickly teach the other fish. Tropical fish also have distinct personalities. Some dart about their tank very swiftly. Others swim slowly, exploring their surroundings leisurely. Some, like the angel fish, are very curious and look with interest at any new plant or addition to the tank. Others, like the tiger barb, would like the whole tank to themselves. They nip at the fins of slower-moving fish. So, despite rumors to the contrary, tropical fish make very good pets.

Part 2

The following list contains both topic and support sentences. Write a "T" in the blank before each topic sentence. Write an "S" in the blank before each support sentence.

EXAMPLE: __T__ Apples can be used in many types of delicious dishes.
__S__ One foot equals 12 inches.

_____ 1. T-shirts with printing on them have become standard clothing for everyone.

_____ 2. My T-shirt says, "Don't Read This!"

_____ 3. For instance, this dress is hemmed unevenly.

_____ 4. "Sesame Street" is a popular television show because it makes learning fun.

_____ 5. People often laugh at odd times to relieve tension.

_____ 6. I used a rubber mallet to straighten the hubcap.

_____ 7. This shows how a doctor's humorous remark scared me.

_____ 8. Brian looked sadly at his crumpled fender.

_____ 9. Courtesy on the road saves lives.

_____ 10. A course in household mechanics should be taught at our high school.

_____ 11. Then Ted apologized for his actions.

_____ 12. Only later did they realize what had happened.

_____ 13. For instance, a disc brake is only part of the braking system on a motorcycle.

_____ 14. Add two cups of finely chopped nuts.

_____ 15. Playing football requires mental as well as physical skill.

_____ 16. Good study habits are easy to learn.

_____ 17. First, remove the hubcap.

_____ 18. A housekeeping aide performs many important duties.

_____ 19. Common sense is as important as book learning.

_____ 20. Then I cut the material on the bias.

Part 3

Go back to Part 2. Choose four sentences that you labeled "T" for topic sentence. Rewrite these topic sentences in the spaces provided below. Then write three sentences that will support each topic sentence.

EXAMPLE: Apples can be used in many types of delicious dishes.

A. Raw apples, washed and cubed or sliced, give crunch and color to salads.

B. Baked or broiled apples, washed and cored, end meals as light desserts.

C. Dried apples, sliced and spiced, satisfy the need for mid-day snacks.

1. Topic sentence — ____________________

____

Support sentences

A. ____________________

____

B. ______________________________

____

C. ______________________________

____

2. Topic sentence — ______________________________

____

Support sentences

A. ______________________________

____

____

B. ______________________________

____

C. ______________________________

____

3. Topic sentence — ______________________________

____

Support sentences

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

4. Topic sentence — ____________________

____

Support sentences

A. ____________________

____

B. ____________________

____

C. ____________________

____

Part 4

The following are the jumbled sentences of an outline. Write a thesis statement, and then create an outline arranging these supporting sentences as you think they should appear.

A carat is equal to 0.2 grams.
Usually the greater the carat weight, the more valuable the diamond.
The color of diamonds varies from amber yellow to crystal white.
A second way to judge the quality of a diamond is by its color.
The carat is a unit of weight, not size.
Carbon deposits absorb light and are easily seen in crystal white diamonds, making them appear speckled.
This is about the weight of a carob seed, from which the word "carat" is derived.
One way to judge the quality of a diamond is by its carat weight.

I. Thesis statement: ____________________

____

____

____

____

____

____

____

Name ______________________________ Score __________

OBJECTIVE 4

Distinguish between sentences that relate closely to topic sentences and those that do not.

INTRODUCTION

Sentences that support your main idea by giving details and reasons make your writing more interesting and believable.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Composition
- Use topic sentences

Each of the numbered headings below is a topic sentence. Five different points are listed under each topic sentence. Write an "S" in the blanks before those points that relate closely to (support) the topic sentence. Write an "O" in the blanks before those points that are off the subject and do not belong in the paragraph.

EXAMPLE: Making a strawberry shortcake requires planning.

__S__ A. Gathering the ingredients

__S__ B. Gathering the correct utensils and containers

__S__ C. Preheating the oven

__O__ D. Eating the finished shortcake

__O__ E. Growing strawberries

1. Improving study habits requires changing old habits.

_____ A. Studying after school rather than late at night

_____ B. Writing down assignments more carefully

_____ C. Observing my brother who never studies but gets good grades

_____ D. Studying in my room instead of in the living room in front of the television

_____ E. Seeing that some television shows are educational

2. I enjoy my English class because it gives me a chance to write about myself.

   ____ A. Studying about parts of speech

   ____ B. Writing compositions about myself and my interests

   ____ C. Raising tropical fish as my hobby.

   ____ D. Writing paragraphs about my hobbies

   ____ E. Writing narrative paragraphs and compositions about my experiences

3. Taking a carpentry course has many advantages.

   ____ A. Difficulty of making a chest of drawers

   ____ B. Earning money doing part-time carpentry work

   ____ C. Repairing or building things around my home

   ____ D. Taking time to build something correctly

   ____ E. Availability of carpentry course at vocational schools

4. I enjoy working on automobiles.

   ____ A. Ignorance of many people about automobile engines

   ____ B. Finding that mysterious rattle and getting rid of it

   ____ C. Working on an engine until it purrs like a kitten

   ____ D. More complex automobiles today than ever before

   ____ E. Interest in engines and automobile parts

5. Washing dishes is a more difficult task than it appears to be.

   ____ A. Glassware to be rinsed with very hot water

   ____ B. Stemware to be washed separately

   ____ C. Certain utensil surfaces cleaned with a non-abrasive pad or brush

   ____ D. Wooden dishes and utensils kept from soaking

   ____ E. Nonstick surfaces cleaned easily

6. Three theories describe what happened to dinosaurs.

____ A. Greenhouse effect to warm the earth in future

____ B. Large asteroid hit the earth

____ C. Gradual climate shift over millions of years

____ D. Gradual change in the level of oxygen in the atmosphere

____ E. Tyrannosaurs became vegetarian

7. The new multipurpose center will be open for all student activities.

____ A. South wing for sports

____ B. Landscaping of firs and oaks

____ C. North wing for arts and music

____ D. Three Gothic columns on the front

____ E. Center for meetings

8. Prospective car buyers should look for three factors.

____ A. Maintenance expense

____ B. Availability of seat covers

____ C. Arrangements for financing

____ D. Resale value

____ E. John's new red truck

ASSIGNMENT SHEET 3

DEVELOPING WRITTEN COMMUNICATION

4

Name ______________________________ Score __________

OBJECTIVE 7

Select sentences linked with effective transitions.

INTRODUCTION

Linking ideas with words and phrases helps you clearly organize your thoughts and helps your reader follow them.

INSTRUCTIONS

Read the following numbered sentences twice—first with sentence *A* and then with sentence *B*. Select the sentence which ties in more closely with the numbered sentence. Write the letter of the sentence in the blank.

Functional Reading
- Follow written instructions

Composition
- Use topic sentences

EXAMPLE: __B__ It is important to select the proper tool for each job.

A. Many types of tools are available.

B. For instance, a claw hammer should not be used for jobs that require a ball peen hammer.

____ 1. At first, my shop teacher seemed too stern.

A. He was always stressing rules about safety.

B. When I got to know him better, I realized that he was stressing rules because he cared about our safety.

____ 2. Often the makers of automobiles give engines extra power to improve the performance of their cars.

A. Driving at excessive speeds is a major cause of accidents.

B. This extra power leads some people to drive at excessive speeds.

____ 3. Reckless, show-off drivers cannot stand to let another car get ahead of theirs.

A. Teenagers often have bad accident records.

B. Safe drivers, however, do not feel that they need to compete with other drivers on the road.

____ 4. An interesting hobby can be a great help in making new friends.

A. For example, the day that I began a tropical fish aquarium, I met many girls with the same interest as mine.

B. Many of my friends are interested in my hobby.

____ 5. It is dangerous to run an electric cord under a rug.

A. When the cord is stepped on, the insulation may wear off and cause a short circuit.

B. Short circuits are the cause of many fires.

____ 6. From the outside, Dean's house looked like any other.

A. When I stepped inside, however, the beautiful, custom carpentry was astonishing.

B. The beautiful, custom carpentry was astonishing.

____ 7. Many students take driver education classes at school.

A. Insurance companies charge lower rates to driver education students.

B. Because driver education teaches these students the basics of safe driving, insurance companies charge them lower rates.

____ 8. Some drugstores sell books, food, toys, and even clothing.

A. Our corner drugstore, however, sells only medical supplies and medicines.

B. I buy all of my prescriptions at our corner drugstore.

____ 9. A helicopter can do many things that an airplane cannot do.

A. It can take off or land on a small surface.

B. For instance, it can hover, move up or down, and move backwards.

____ 10. Jill always borrows things and forgets to return them.

A. She borrowed a book and kept it for six months.

B. For instance, last year she borrowed a book and kept it for six months.

____ 11. John was a master welder.

A. For six months, John took welding classes.

B. He attributed his exceptional skill to his vo-tech classes.

____ 12. Selling sandwiches is still a growing business.

A. It is no longer, however, limited to hamburgers.

B. Beef processed locally is used in hamburgers.

____ 13. Our library personnel offer students many services.

A. They offer services five days a week.

B. One thing they do is help students find resources for assignments.

____ 14. We first learn to write by practicing penmanship.

A. Penmanship requires copying the shapes of letters.

B. Then, after writing becomes automatic, we develop our own unique style.

____ 15. Experience is one of our best teachers.

A. It gives us opportunities to apply the theories we have learned.

B. The theories we have learned help us, too.

ASSIGNMENT SHEET 4

DEVELOPING WRITTEN COMMUNICATION

4

Name ______________________________ Score __________

OBJECTIVE 10

Write an outline.

INTRODUCTION

Writing an outline helps you collect and organize facts for your composition. It also helps you place your facts in logical order.

INSTRUCTIONS

Write outlines for each group of points below. Omit the title of the composition. Remember to include a Roman numeral II for every Roman numeral I, and a B for every A.

Functional Reading
- Follow written instructions

Research
- Outline material

1. Being away from family
   Causes of homesickness
   Making friends
   Curing homesickness
   Feeling insecure
   Finding new interests

____

____

____

____

____

____

2. My indoor hobbies
   My outdoor hobbies
   Making jewelry
   Gardening
   Playing the piano
   Reading
   Working on my car

____

____

____

3. Causes of automobile accidents
Stricter laws
Mechanical failures
Car inspections
Lack of judgment
Prevention of automobile accidents

4. Fast
Quiet
Advantages of sailboats
Can be used in all weather
Inexpensive to operate
Advantages of motorboats

5. Snow skiing expenses
   Clothing
   Crowded slopes
   Equipment
   Inexperienced skiers
   Snow skiing dangers
   Lift tickets

____

____

____

____

____

____

____

6. Have a choice
   Elective courses
   Have no choice
   Required courses
   Often more academic
   Often more activity

____

____

____

____

____

____

ASSIGNMENT SHEET 5

DEVELOPING WRITTEN COMMUNICATION

4

Name ______________________________ Score __________

OBJECTIVE 11

Write a paragraph developed by giving details or examples.

INTRODUCTION

A paragraph may be developed by giving details or examples that support the topic sentence.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences
- Use topic sentences

Cognitive Activities
- Draw conclusions
- Evaluate results/outcomes

Part 1

1. Choose a subject.
2. Write a topic sentence for your subject.
3. Develop a paragraph that supports your topic sentence.
4. Follow these rules:
    A. Include at least six sentences in your paragraph.
    B. Indent the first sentence.
    C. Underline your topic sentence.
5. Write your rough draft on a separate sheet of paper. Rewrite your finished paragraph in the space below.

Part 2

Evaluate the paragraph that you wrote in Part 1.

		YES	NO
1.	Is the central idea of the paragraph stated in a topic sentence?	____	____
2.	Have you used enough details to make the topic clear?	____	____
3.	Do all the sentences in the paragraph stick to the topic?	____	____
4.	Is the movement of thought in the paragraph clear and easy to follow?	____	____
5.	Is the paragraph interesting?	____	____

Part 3

Exchange paragraphs with another student. Ask him or her to answer the five questions in Part 2. Discuss your responses to one another's work. After you have shared your responses, discuss the improvements each of you could make. In the spaces below, explain how you would improve your paragraph.

1. Topic sentence ____

   ____

2. Details ____

   ____

3. Stick to the topic ____

   ____

4. Easy to follow ____

   ____

5. Interesting ____

   ____

ASSIGNMENT SHEET 6

DEVELOPING WRITTEN COMMUNICATION

4

Name ______________________________ Score __________

OBJECTIVE 12

Write a paragraph developed by giving reasons.

INTRODUCTION

A paragraph may be developed by giving reasons that support the topic sentence.

INSTRUCTIONS

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences
- Use topic sentences

Cognitive Activities
- Draw conclusions
- Evaluate results/outcomes

Part 1

Write a paragraph that supports a topic sentence with reasons. Choose one of the topics in the following list. Rough out your paragraph on scratch paper before copying the finished paragraph in the space below. Make your paragraph at least six sentences long. Remember to indent. Underline your topic sentence.

1. A sudden flat tire
2. A reward in class
3. Out of a job
4. Worrying about grades
5. Driving as a source of pleasure
6. A hobby for everyone

____

____

____

____

____

____

____

____

____

____

____

Part 2

Evaluate the paragraph that you wrote in Part 1.

	YES	NO
1. Is the central idea of the paragraph stated in a topic sentence?	____	____
2. Have you used enough reasons to make the topic clear?	____	____
3. Do all the sentences in the paragraph stick to the topic?	____	____
4. Is the movement of thought in the paragraph clear and easy to follow?	____	____
5. Is the paragraph interesting?	____	____

Part 3

Exchange paragraphs with another student. Ask him or her to answer the five questions in Part 2. After you have shared your responses, discuss what improvements each of you could make. Write yours below.

1. Topic sentence ______________________________

____

2. Details ______________________________

____

3. Stick to the topic ______________________________

____

4. Easy to follow ______________________________

____

5. Interesting ______________________________

____

ASSIGNMENT SHEET 7

DEVELOPING WRITTEN COMMUNICATION 4

Name ______________________ Score __________

OBJECTIVE 17

Prepare a final copy.

INTRODUCTION

If you have planned carefully and worked through the procedure for improving your rough draft and editing your second draft, writing a final copy should be the easiest and most pleasant part of composition writing.

INSTRUCTIONS

Language
- Use complete sentences
- State ideas clearly

Composition
- Use complete sentences
- Use topic sentences
- Use introductory/closing paragraphs
- Compose essays
- Proofread and edit

Part 1

Use your finished paragraph from either Assignment Sheet 5 or 6, and follow the steps in objective 16 to prepare a final copy. Read your composition carefully, rechecking for grammar, punctuation, and spelling errors. Make sure that you have indented for each paragraph and have used effective transitions between sentences and paragraphs.

☑ **NOTE:** A good way to check a composition before writing the final copy is to read it aloud. Step into the hall or go to a quiet corner of the room and read your rough draft slowly to yourself. Correct errors and awkward spots as you hear them.

Part 2

Write the final copy of your composition. Type or write neatly on your own paper.

WRITTEN TEST

DEVELOPING WRITTEN COMMUNICATION 4

Name ______________________ Score ________

OBJECTIVE 1

Match terms associated with written communication to their correct definitions. Write the correct letters in the blanks.

A. paragraph
B. details
C. develop
F. examples
E. reasons
F. indent
G. nonfiction
H. topic sentence
I. white space
J. composition
K. rough draft
L. final copy
M. prewriting
N. outline
O. thesis statement
P. introduction
Q. body
R. conclusion
S. revise
T. edit
U. style
V. readability
W. wordiness
X. transition
Y. format

____ 1. An extended piece of school writing: an essay designed to teach writing skills

____ 2. To make corrections in the content and/or the arrangement of a composition

____ 3. Group of related sentences developing one central idea

____ 4. First written copy of a composition

____ 5. Final section of a composition; an ending which may give a summary of main points or a restatement of the thesis

____ 6. Particulars; specific facts

____ 7. Last written copy of a composition, following revision and editing

____ 8. Mental activities leading to decisions about a composition's content, style, organization, etc.

____ 9. The main section of a composition, giving the reasons behind or examples to illustrate the writer's thesis

____ 10. To make clear; to expand on

____ 11. Details illustrating a statement

May be photocopied for student use.

____ 12. First section of a composition giving the subject, the writer's thesis, and the plan of development

____ 13. Logical organization of ideas that forms the framework of an intended piece of writing

____ 14. Details explaining a fact or opinion

____ 15. A statement of the position a writer intends to advance and argue for in a composition

____ 16. To correct small, mechanical errors in a composition, includes typos, errors in grammar, word use, or spelling

____ 17. Using more words than necessary to convey a message

____ 18. Word, phrase, or sentence that connects ideas between sentences or paragraphs

____ 19. To space in from left margin

____ 20. The manner in which the writer speaks to the reader

____ 21. Statement giving the controlling idea of a paragraph; what the paragraph is about

____ 22. Writing which deals with real events

____ 23. Measure of how clear and legible a composition appears to the reader: includes such factors as word and sentence length, word choice, number of words, and printing elements

____ 24. The layout of a composition on the page; the visual presentation of writing

____ 25. The blank or empty spaces on a page

OBJECTIVE 2

Select from a list characteristics of a nonfiction paragraph. Write an "X" in the blanks before correct statements.

____ 1. May be indicated by indentation, spacing, numerals, typeface changes, or a combination of any of these

____ 2. Generally composed of sentences united around a single idea based on a real event

May be photocopied for student use.

____ 3. Never varies in length

____ 4. Basic material of longer forms of writing

____ 5. Appears in most poetry

OBJECTIVE 3 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 4 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 5 **List rules for writing an extended paragraph.** Write the four rules for writing an extended paragraph in the blanks.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

OBJECTIVE 6 **Select from a list ways to show the relationship of sentences in a paragraph.** Place an "X" in the blanks before the correct answers.

____ 1. Use prepositions to refer to nouns in previous sentences.

____ 2. Use pronouns to refer to nouns in previous sentences.

____ 3. Use transitional expressions.

____ 4. Repeat sentence patterns.

____ 5. Repeat the topic sentence.

____ 6. Repeat key words and ideas.

____ 7. Repeat punctuation patterns.

OBJECTIVE 7 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 8 **State ways to develop a paragraph.** In the blanks, write two ways for developing a paragraph.

- ____________________
- ____________________

May be photocopied for student use.

OBJECTIVE 9 **List rules for forming an outline.** In the blanks, write five rules for forming an outline.

- ____________________
- ____________________
- ____________________
- ____________________
- ____________________

OBJECTIVE 10 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 11 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 12 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 13 **List steps for combining paragraphs to create longer writing forms.** Write the four steps in the blanks for combining paragraphs to create longer writing forms.

1. ____________________
2. ____________________
3. ____________________
4. ____________________

OBJECTIVE 14 **Discuss the procedure for improving a rough draft.**

____

____

____

____

____

May be photocopied for student use.

OBJECTIVE 15 **Discuss the procedure for editing a second draft.**

____

____

____

____

____

____

____

____

____

____

OBJECTIVE 16 **List steps for writing a final (third) draft.** In the blanks, write the four steps for writing a final (third) draft.

- ____
- ____
- ____
- ____

OBJECTIVE 17 **Evaluated on Assignment Sheet 7.**

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 3

Assignment Sheet 1

Part 1

1. Building a brick wall is not as easy as it appears.
2. Football practice presents a lively and colorful picture.
3. Speed is a major cause of automobile accidents.
4. So, despite rumors to the contrary, tropical fish make very good pets.

Part 2

1. T
2. S
3. S
4. T
5. T
6. S
7. S
8. S
9. T
10. T
11. S
12. S
13. S
14. S
15. T
16. T
17. S
18. T
19. T
20. S

Part 3

Evaluated to the satisfaction of the instructor

Part 4

Arrangement may vary.

I. Thesis statement: Diamonds are judged by carat and color.

II. One way to judge the quality of a diamond is by its carat weight.
    A. The carat is a unit of weight, not size.
        1. A carat is equal to 0.2 grams.
        2. This is about the weight of a carob seed, from which the word "carat" is derived.
    B. Usually the greater the carat weight, the more valuable the diamond.

III. A second way to judge the quality of a diamond is by its color.
   A. The color of diamonds varies from amber yellow to crystal white.
   B. Carbon deposits absorb light rays and are easily seen in crystal white diamonds, making them appear speckled.

IV. Conclusion

OBJECTIVE 4

Assignment Sheet 2

1.	A.	S	2.	A.	O
	B.	S		B.	S
	C.	O		C.	O
	D.	S		D.	S
	E.	O		E.	S
3.	A.	O	4.	A.	O
	B.	S		B.	S
	C.	S		C.	S
	D.	O		D.	O
	E.	O		E.	S
5.	A.	S	6.	A.	O
	B.	S		B.	S
	C.	S		C.	S
	D.	S		D.	S
	E.	O		E.	O
7.	A	S	8.	A	S
	B.	O		B.	O
	C.	S		C.	S
	D.	O		D.	S
	E.	S		E.	0

OBJECTIVE 7

Assignment Sheet 3

1.	B	6.	A	11.	B
2.	B	7.	B	12.	A
3.	B	8.	A	13.	B
4.	A	9.	B	14.	B
5.	A	10.	B	15.	A

OBJECTIVE 10

Assignment Sheet 4

☑ **NOTE:** The order of outline items is not important except for the Introduction and Conclusion.

1.
- I. Introduction
- II. Causes of homesickness
  - A. Being away from family
  - B. Feeling insecure
- III. Curing homesickness
  - A. Making friends
  - B. Finding new interests
- IV. Conclusion

2.
- I. Introduction
- II. My indoor hobbies
  - A. Making jewelry
  - B. Reading
  - C. Playing the piano
- III. My outdoor hobbies
  - A. Gardening
  - B. Working on my car
- IV. Conclusion

3.
- I. Introduction
- II. Causes of automobile accidents
  - A. Mechanical failure
  - B. Lack of judgement
- III. Prevention of automobile accidents
  - A. Stricter laws
  - B. Car inspections
- IV. Conclusion

4\.

I. Introduction

II. Advantages of sailboats

   A. Quiet
   B. Inexpensive to operate

III. Advantages of motorboats

   A. Fast
   B. Can be used in all weather

IV. Conclusion

5\.

I. Introduction

II. Snow skiing expenses

   A. Clothing
   B. Equipment
   C. Lift tickets

III. Snow skiing dangers

   A. Crowded slopes
   B. Inexperienced skiers

IV. Conclusion

6\.

I. Introduction

II. Elective courses

   A. Have a choice
   B. Often more activity

III. Required courses

   A. Have no choice
   B. Often more academic

IV. Conclusion

OBJECTIVE 11

Assignment Sheet 5

Evaluated to the satisfaction of the instructor

OBJECTIVE 12

Assignment Sheet 6

Evaluated to the satisfaction of the instructor

OBJECTIVE 17

Assignment Sheet 7

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1.	J	7.	L	13.	N	19.	F
2.	S	8.	M	14.	E	20.	U
3.	A	9.	Q	15.	O	21.	H
4.	K	10.	C	16.	T	22.	G
5.	R	11.	D	17.	W	23.	V
6.	B	12.	P	18.	X	24.	Y
						25.	I

OBJECTIVE 2

1, 2, 4

OBJECTIVE 3

Evaluated on Assignment Sheet 1.

OBJECTIVE 4

Evaluated on Assignment Sheet 2.

OBJECTIVE 5

Answer should include all of the following in order:

1. Express an opinion, belief, observation, or conclusion in a general (topic) sentence.
2. Write sentences that support or show why you stated the topic sentence (details, reasons, examples).
3. Arrange the sentence in a clear, readable order, linking them to one another and to the topic sentence.
4. Revise the topic sentence if necessary (expand, restrict).

OBJECTIVE 6

2, 3, 6

OBJECTIVE 7

Evaluated on Assignment Sheet 3.

OBJECTIVE 8

Answer should include the following:

- Give details or examples that support the topic sentence.
- Give reasons that support the topic sentence.

OBJECTIVE 9

Answer should include all of the following in any order:

- Write the title of the composition above the outline.
- Use Roman numerals for main topics.
- Use capital letters for subtopics.
- Include at least two headings at every level.
- Add an introduction and a conclusion to the outline.

OBJECTIVE 10

Evaluated on Assignment Sheet 4.

OBJECTIVE 11

Evaluated on Assignment Sheet 5.

OBJECTIVE 12

Evaluated on Assignment Sheet 6.

OBJECTIVE 13

Answer should include all of the following in order:

1. Group the paragraphs according to topics.
2. Determine and restrict a main thesis: what all the paragraphs are about.
3. Arrange the paragraphs into three parts: an introduction, a body, and a conclusion.
4. Write a rough draft of the essay, letter, or report.

OBJECTIVE 14

Evaluated to the satisfaction of the instructor

OBJECTIVE 15

Evaluated to the satisfaction of the instructor

OBJECTIVE 16

Answer should include all of the following in any order:

- Type or legibly handwrite.
- Double-space between lines; leave one-inch margins on all four sides of each page.
- Number the second and succeeding pages only.
- Prepare a title sheet.

OBJECTIVE 17

Evaluated on Assignment Sheet 7.

OBJECTIVE SHEET

WRITING BUSINESS LETTERS AND REPORTS

5

INTRODUCTION

In order to have documentation of the communication, many of the business messages you send and receive are in written form. It is important, therefore, that you follow accepted business practices in organizing, writing, and addressing your business correspondence.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with writing letters and reports to their correct definitions.
2. Select from a list true statements about the basic parts of a business letter.
3. State the options used in writing the signer's identification line.
4. Write the forms for a second page heading.
5. List in order guidelines for organizing information.
6. Organize information. (Assignment Sheet 1)
7. Match common sentence structure errors to their correct descriptions.
8. Identify common sentence structure errors. (Assignment Sheet 2)
9. Match methods of achieving paragraph and message unity to their correct descriptions.
10. Identify methods of achieving paragraph and message unity. (Assignment Sheet 3)
11. Distinguish between good and poor business statements.
12. Identify basic letter styles.

13. Select from a list true statements about the correct method of addressing business envelopes.

14. Prepare business envelopes for mailing. (Assignment Sheet 4)

15. Select from a list the basic characteristics of a memorandum.

16. Write a memorandum. (Assignment Sheet 5)

17. Select from a list true statements about a formal report.

SUGGESTED ACTIVITIES

WRITING BUSINESS LETTERS AND REPORTS 5

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with writing letters and reports to their correct definitions.

- Bring copies of business letters, ads, house magazines, company reports, and other examples of business writing to class. Photocopy the shorter examples for class distribution. Discuss each example, asking first for student reactions, then analyzing the writing elements which caused those reactions. To conclude the discussion, summarize what writing elements most affected the students. Stress that business writing, like all writing, is essentially a communication between essentially two people: a *writer* and a *reader*, even though several writers and several readers may be involved with a communication.

☑ **NOTE:** Understanding this initial concept may help the students to develop a better sense of a writers' responsibility to an audience.

- Encourage the students to begin collecting a file of business communications they encounter at work, school, and home (in their mail). Have them report periodically on what they have found, bringing their examples to class.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with writing business letters and reports.

Objective 2: Select from a list true statements about the basic parts of a business letter.

- Use Transparency 1 and Information Sheet, objective 2 to discuss the basic parts of a business letter.

- Use Information Sheet, objective 2, and Transparencies 2 and 3 to illustrate the correct way to write the body of a business letter. (These may also be used with objective 12.)

- Notice that the last seven of the ten subheadings in this section concern elements that call for a strong awareness of audience. Stress to the students that envisioning their reader as they write the body of the letter will help them conform to the rules given in this section.

- To help them develop a better sense of audience, have the students write one-paragraph summaries of advertisements from current magazines. (Ask the students to bring magazines to class for their own use.) In the summaries, the students should tell toward whom they think the ads are aimed and how elements in the ads reveal that audience.

Objective 3: State the options used in writing the signer's identification line.

- Use Information Sheet, objective 3 and Transparency 4 to discuss signer's identification lines a writer may choose.

Objective 4: Write the forms for a second page heading.

- Use Information Sheet, objective 4 to present the forms for a second page heading.

Objective 5: List in order guidelines for organizing information.

- Use Information Sheet, objective 5 to discuss an effective method for organizing business information.

Objective 6: Organize information. (Assignment Sheet 1)

- Have the students complete Assignment Sheet 1.
- Go over the exercise together as a class, using the board to record the students' input.

Objective 7: Match common sentence structure errors to their correct descriptions.

- Use Information Sheet, objective 7 to discuss common sentence structure errors to avoid when writing sentences.

Objective 8: Identify common sentence structure errors. (Assignment Sheet 2)

- Have the students complete Assignment Sheet 2 together in class, using the board.

  ☑ **NOTE:** If the students seem to be having difficulty with the material in this section, numerous drills and exercises on the subject are available in most English composition textbooks, available at school and university libraries. While such drills may be helpful, another effective way to teach sentence competency is by using the students' own sentences as drills. That is, have the students write letters or short series of paragraphs, and then have them rewrite and number each sentence on separate lines. Have them read aloud each sentence, listening to determine for themselves if it "sounds right." If not, they should recheck the sentence for one of the four given sentence errors.

Objective 9: Match methods of achieving paragraph and message unity to their correct descriptions.

- Use Information Sheet, objective 9 to discuss ways to achieve paragraph and message unity.

Objective 10: Identify methods of achieving paragraph and message unity. (Assignment Sheet 3)

- Have the students complete Assignment Sheet 3, and review their work together in class.

Objective 11: Distinguish between good and poor business statements.

- Use Information Sheet, objective 11 to discuss good and poor statements in business communication.

- The students should note the differences between the two lists of statements in terms of the word count, main subject and verb, level of vocabulary, and tone toward the audience.

Objective 12: Identify basic letter styles.

- Display Transparencies 2 and 3.

- Use Information Sheet, objective 12 to discuss basic letter styles.

Objective 13: Select from a list true statements about the correct method of addressing business envelopes.

- Use Information Sheet, objective 13 and Transparency 5 to discuss the correct way to address a business envelope.

- Distribute the Supplement to the students.

Objective 14: Prepare business envelopes for mailing. (Assignment Sheet 4)

- Have the students complete Assignment Sheet 4.

- Have the students add a collection of business envelopes to their file of business communications.

Objective 15: Select from a list the basic characteristics of a memorandum.

- Supply the class with copies of actual memos or memos you have created.

- Use Information Sheet, objective 15 and Transparency 6 to discuss the appropriate form for a memorandum.

Objective 16: Write a memorandum. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5.

Objective 17: Select from a list true statements about a formal report.

- Use Information Sheet, objective 17 to discuss the correct content and form of a formal report.
- Use Transparencies 7, 8, and 9 to highlight preliminary sections of a formal report.

EVALUATION

Pretest

- Give the Written Test as a pretest.
- Determine individual study requirements from pretest results.
- Counsel students individually on pretest results and study requirements.
- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.
- Reteach and reevaluate if necessary.
- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.
- Give the Written Test.

  ☑ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.
- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Brusaw, Charles T., et al. *The Handbook of Technical Writing*, 4th ed. NY: St. Martin's Press, 1992.
- Lannen, John M. Technical Writing, 5th ed. NY: Harper Collins, 1991.
- Pearsall, Thomas E., and Donald H. Cunningham. *How to Write for the World of Work*, 3d ed. Austin, TX: Holt, Rinehart and Winston, 1986.

INFORMATION SHEET

WRITING BUSINESS LETTERS AND REPORTS

5

OBJECTIVE 1

Match terms associated with writing letters and reports to their correct definitions.

- **audience** — the intended receiver(s) of communication, written or spoken

  ☑ **NOTE:** The writer/speaker should adjust his or her message to fit the audience. This involves choosing the best vocabulary, style, and format.

- **body** — all the material between the salutation and the complimentary close; the message
- **complimentary close** — "goodbye" of the letter
- **date line** — month, day of the month, and the year the communication was prepared
- **formal report** — presenting business information and data in report form
- **house magazine** — magazine produced by a company to build morale among employees

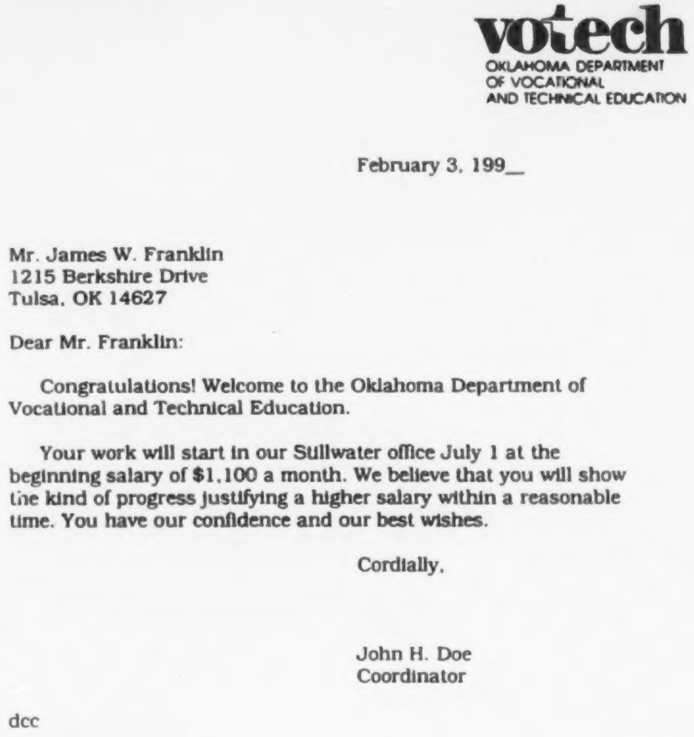
  ☑ **NOTE:** House magazines may feature articles on safety, public service projects, retirements, promotions, company policies, winners of contests, new store openings, and editorials.

- **inside address** — name, address, and company of the person to whom the letter is written; appears on the first page of business letters
- **letterhead** — firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at the top of stationery
- **memorandum (memo)** — written exchange of ideas between individuals, departments, or branches of one organization

- **reference initials** — the abbreviations used to identify the one who signs the letter and the typist
- **salutation** — opening greeting of the letter
- **signer's identification line** — signature, typed name, and title of the person who is sending the letter
- **trade association journal** — publication printed by a nonprofit organization to disseminate information about the industry

OBJECTIVE 2

Select from a list true statements about the basic parts of a business letter.



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OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

February 3, 199__

Mr. James W. Franklin
1215 Berkshire Drive
Tulsa, OK 14627

Dear Mr. Franklin:

Congratulations! Welcome to the Oklahoma Department of Vocational and Technical Education.

Your work will start in our Stillwater office July 1 at the beginning salary of $1,100 a month. We believe that you will show the kind of progress justifying a higher salary within a reasonable time. You have our confidence and our best wishes.

Cordially,

John H. Doe
Coordinator

dcc

- Letterhead
  - ☐ Usually preprinted at the top of the stationery and includes:
    - ▸ Company name
      - — May also include specific individual's name and title
    - ▸ Company logo, if it has one

        - Mailing address, complete with zip code
        - Telephone and fax numbers
    - ☐ Individuals with no preprinted letterhead must manually type a formal return address to include the following:
        - Sender's name and, if applicable, title
        - Sender's company or affiliation, if applicable
        - Mailing address, complete with zip code
        - Optional: telephone and fax numbers
    - ☐ Appears only on page one of the correspondence; all additional pages are on blank paper
- Date line
    - ☐ Write the name of the month; do not use all figures.

      EXAMPLE: February 27, 1997
    - ☐ Use no abbreviations such as -st, -nd, -d, -rd, or -th after the day of the month, i.e., 1st, 2nd, 3rd.
    - ☐ Type or write two lines below the printed letterhead.
- Inside address
    - ☐ Type or write with at least three blank lines between the date line and the first line of the inside address.

      ☑ **NOTE:** Leaving more than three blank lines is acceptable if it is required to balance the letter properly. This spacing can also be used in the closing lines.
    - ☐ Type or write in at least three lines; may be four or more lines as needed.
    - ☐ Use no abbreviations for names of streets, cities, or counties.
    - ☐ Include the two-letter abbreviation of the state as authorized by the U.S. Postal Service.

☑ **NOTE:** These abbreviations are in all capitals and without periods. Most post offices prefer this type of abbreviation. It is also acceptable to spell out the state. A list of postal abbreviations is supplied in the Supplement.

  - Be certain to include the ZIP code on the last line of the address, following the city and state.

    ☑ **NOTE:** The U.S. Postal Service recommends only one space should be left between the last letter of the state and the first digit of the code.

    EXAMPLE:

    Miss Susan Smith
    6834 Crest Avenue, Apt. 40
    Elton, MN 53435

- Salutation
  - Block at the left margin.

  ☑ **NOTE:** Be sure your margins on all sides (left/right and top/bottom) are a minimum of one inch.

  - Precede and follow by one blank line.

    EXAMPLE: Dear Miss Smith,

  - Address the person in the same manner used for the inside address.

- Body
  - Single space the lines of the message.

    ☑ **NOTE:** The body may be double-spaced if the message is very short.

  - Leave one blank line (double-space) between paragraphs.
  - May indent paragraphs five spaces.

    ☑ **NOTE:** This indentation is required if the message is double-spaced.

  - Keep the message brief.
  - Include all the information the receiver needs.
  - Say what is meant simply and directly.

  - Present accurate information in the proper form.

    NOTE: Include an introduction, message details, and a conclusion. Make sure all facts, figures, spelling, punctuation, grammar, and style details are correct.

  - Be courteous.
  - Have a positive tone.

    NOTE: This is usually set by the first sentence of the letter.

  - Concentrate on the reader's interest and viewpoint.

    NOTE: Use vocabulary and details appropriate for the reader.

- Complimentary close
  - Type or write with one blank line between the last line of the body and the closing.
  - Capitalize only the first word.
  - Use the same formality or informality of the salutation.
  - Indicate the degree of formality.
    - To show great respect — Respectfully yours, yours respectfully, very respectfully yours, yours very respectfully
    - Formal — Yours very truly, very truly yours
    - Somewhat less formal — Sincerely yours, yours sincerely, yours very sincerely, very sincerely yours

      NOTE: This group of closings is preferred in most cases.

    - More personal and friendly — Cordially yours, yours cordially, yours very cordially, very cordially yours
- Signer's identification line

  NOTE: See objective 3 for the options used in writing the signer's identification line.

- Reference initials

  ☑ **NOTE:** Initials are used only if the writer does not type his or her own letter.

  - Block at the left margin.
  - Type one blank line below the signer's identification line.
  - Repeat the signer's initials first in the reference line if his or her name is typed in the identification line (only if you desire).

    EXAMPLE: FTJ:AK ftj/k amk
    FTJ:K F.T. Jones/ak FTJ/ak

    (Fred T. Jones, signer; Andrew M. Kenton, typist)

OBJECTIVE 3

State the options used in writing the signer's identification line.

- Name, typed and signed, of the one who is sending the letter

  EXAMPLE: Sincerely yours,

  Fred T. Jones

  Fred T. Jones

- Name, typed and signed, and the business title typed of the one who is sending the letter

  EXAMPLE: Sincerely yours,

  Fred T. Jones

  Fred T. Jones
  Sales Manager

- Name signed and the business title typed of the one who is sending the letter

  EXAMPLE: Sincerely yours,

  Fred T. Jones

  Sales Manager

- Name signed and department typed of the one who is sending the letter

  EXAMPLE: Sincerely yours,

  Fred T. Jones

  Sales Department

  ☑ **NOTE:** Because handwritten signatures can be difficult to read, the last two options are not preferred, especially if the reader doesn't know the writer or if return correspondence is expected.

OBJECTIVE 4

Write the forms for a second page heading.

- Name of Addressee
  Page number
  Date

  EXAMPLE: Susan Smith 2 February 27, 199—

  - Spaced across the top of the pages other than the first

- Name of addressee
  Page number
  Date

  EXAMPLE: Susan Smith
  Page 2
  February 27, 199—

  - Usually blocked at the left margin

OBJECTIVE 5

List in order guidelines for organizing information.

☑ **NOTE:** Following these four steps will help you decide what information should be included in your letter.

1. Decide on your purpose for writing and the receiver's purpose for reading.

   EXAMPLE: You want to sell a new Soundtone stereo.

   The Soundtone, an excellent stereo, is designed to meet the buying preferences of modern Americans.

2. Decide what data to state.

   EXAMPLE: Sound quality of the Soundtone

   Cost and various models of the Soundtone entertainment system

   Popularity of the Soundtone

3. Decide what order to follow in stating the data.

   EXAMPLE:

   1) Meets preferences of modern Americans

   2) Cost and various models of Soundtone entertainment system

   3) Popularity of Soundtone

   4) Quality of Soundtone

4. Decide how to unify the data into a coherent message.

   EXAMPLE: The Soundtone, the world's newest, most modern entertainment system, is designed to meet the buying preferences of modern Americans. It is portable, expandable, adaptable, and, best of all, affordable. From the four Soundtone models, you're sure to find the unit that fits your lifestyle and budget.

   Soundtone is the most popular entertainment equipment in the United States. Having sold 60 million units this year alone, we think Soundtone's record of outstanding performance speaks for itself.

   More importantly, Soundtone's superior design and the quality of the work produce a sound incomparable to other systems. You have to hear it to believe it. Drop by your dealer today to see what the Soundtone people are doing for you!

OBJECTIVE 6 **Complete Assignment Sheet 1.**

OBJECTIVE 7

Match common sentence structure errors to their correct descriptions.

- Sentence fragment — incomplete statement

EXAMPLE: Fragmented sentence: Although we can modify the procedure.

Unified sentence: Although this procedure is the usual one, we can modify it.

- Loose connections — excessive use of conjunctions, especially *ands* and *buts*

EXAMPLE: Loose Connection: Patton, Inc., maintains a research division, and the main office is in Chicago and John Smith is the president.

Unified Connection: John Smith is the president of Patton, Inc., which maintains a research division in Boston and a home office in Chicago.

- Word omission — words left out that are required to make the message clear

EXAMPLE: Words missing: Acknowledgement received. Glad order suited. Suggested credit terms OK.
Unified Sentence: Thanks for stating that our shipment pleased you. We will fill all orders promptly according to the credit terms you suggested.

- Comma splice — placing a comma between statements of two complete ideas
  - Requires a semicolon or period creating separate sentences

EXAMPLE: Spliced Sentence: We have two rush orders, I'll fill them now.

Unified Sentence: We have two rush orders. I'll fill them now.

OBJECTIVE 8

Complete Assignment Sheet 2.

OBJECTIVE 9

Match methods of achieving paragraph and message unity to their correct descriptions.

- Transitions — words, phrases, sentences, even whole paragraphs that carry the reader from one idea to the next

  EXAMPLE: However, therefore, consequently, similarly; repeating a theme from a previous paragraph

- Modifiers — words, phrases, and clauses that purposely limit the interpretation of other sentence elements

  EXAMPLE: Only you have contributed $5,000 to the project.
  You have only contributed $5,000 to the project.
  You have contributed only $5,000 to the project.
  To the project only, you have contributed $5,000.

  ☑ **NOTE:** Notice how the meaning changes as the modifier "only" is shifted.

- Parallelism — coordinating elements by using the same grammatical structure: used when ideas similar in character and importance are presented together

  EXAMPLE: Nonparallel: I want to learn about writing *letters, business forms*, and *to fill out resumes*. (Nouns and one infinitive phrase)

  Parallel: I want to learn about writing *letters, business forms*, and *resumes*. (All nouns)

- Topic sentence — controlling idea for an entire paragraph; be sure supporting sentences relate closely to that one idea

OBJECTIVE 10

Complete Assignment Sheet 3.

OBJECTIVE 11

Distinguish between good and poor business statements.

☑ **NOTE:** Good business statements give the information needed in courteous, positive, clear messages.

POOR BUSINESS STATEMENTS	GOOD BUSINESS STATEMENTS
This is to acknowledge receipt of your letter.	Thank you for writing me about ____.
Please advise us of the action you intend to take.	Please let us know what you plan to do.
I cannot advise you as to when the contract will be ready.	I cannot tell you when the contract will be ready.
We are in receipt of your check for $81.20.	Thank you for your check for $81.20.
We are crediting your account as per instruction.	As you instructed, we are crediting your account.
I received your order of February 8, which I duly acknowledge.	Thank you for your order of February 8.
I am sending you a duplicate bid herewith.	Enclosed (or attached) is a duplicate bid.
If our substitution is not satisfactory, kindly let us know.	If the substitution we are sending you is not satisfactory, please let us know.
Our money order in the amount of $6.00 is enclosed.	We are enclosing our money order for $6.00.
I have received your letter and thank you for the same.	Thank you for your letter.
May I take the liberty to tell you how much we value your business.	We sincerely appreciate your business.
The writer wishes to acknowledge receipt of the book.	Thank you for sending me the book.
I trust my suggestion will be satisfactory.	I hope my suggestion will be satisfactory.
I have your letter under date of October 9.	I have your letter of October 9.

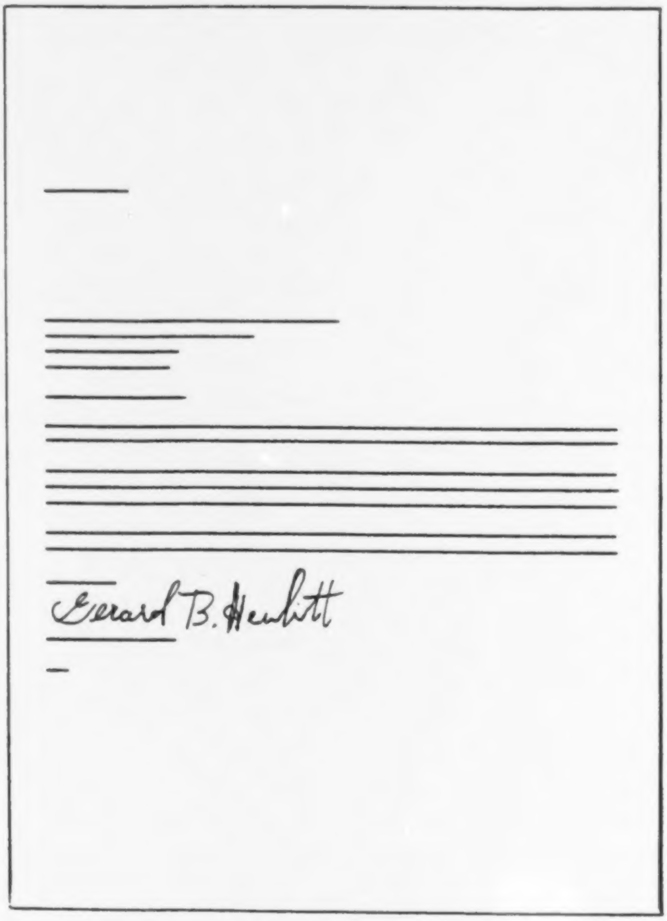
OBJECTIVE 12

Identify basic letter styles.

- Full-blocked

  ☑ **NOTE:** In this letter style all lines begin even at the left margin.

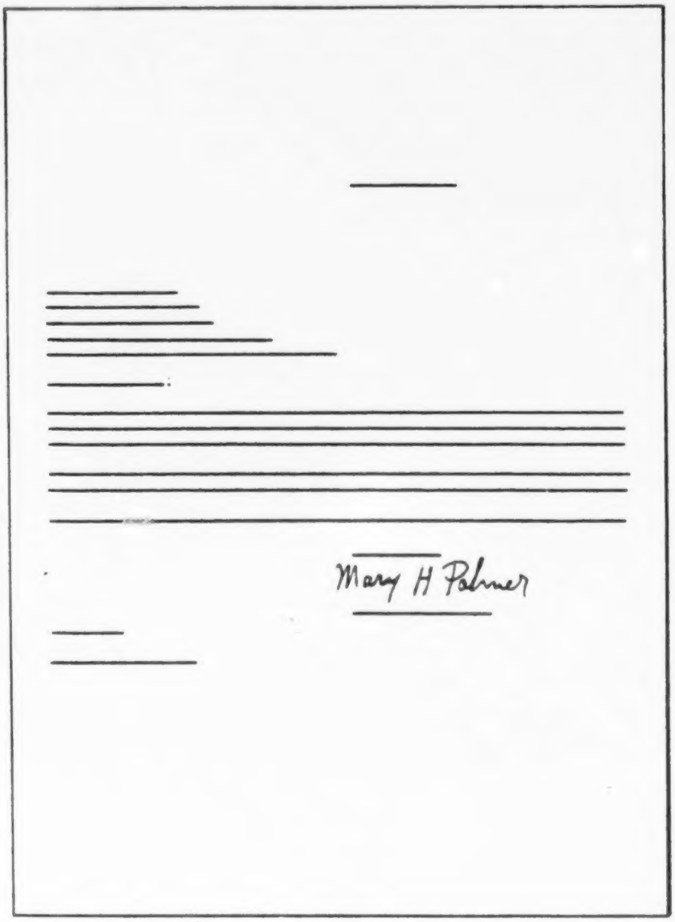
  EXAMPLE:



- Blocked

  ☑ **NOTE:** This is the same as full-blocked but with the date and closing lines begun at or near the center.

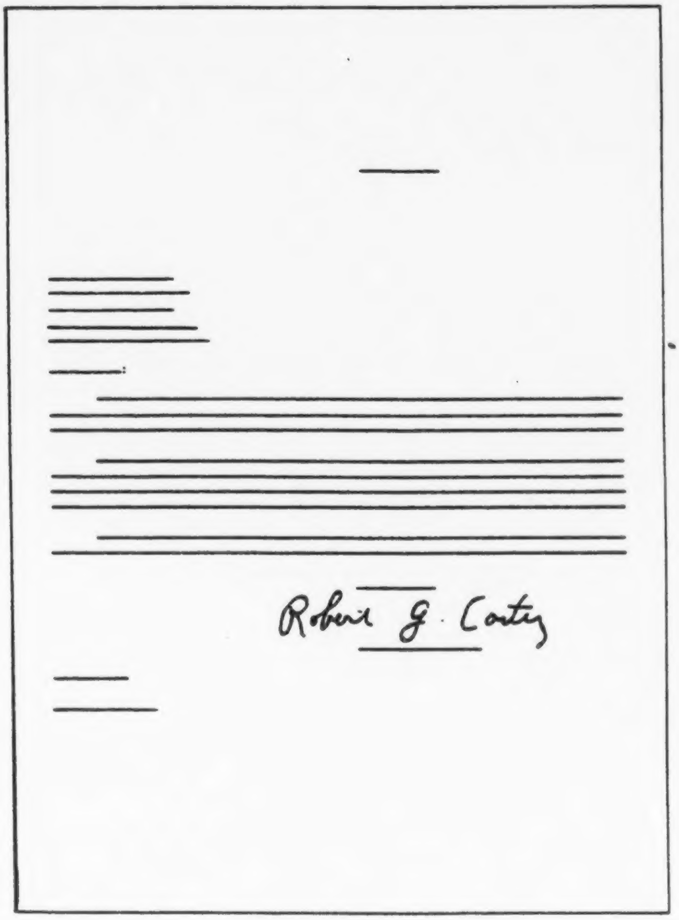
  EXAMPLE:



- Semiblocked

  ☞ **NOTE:** This is the same as blocked but with the paragraphs indented.

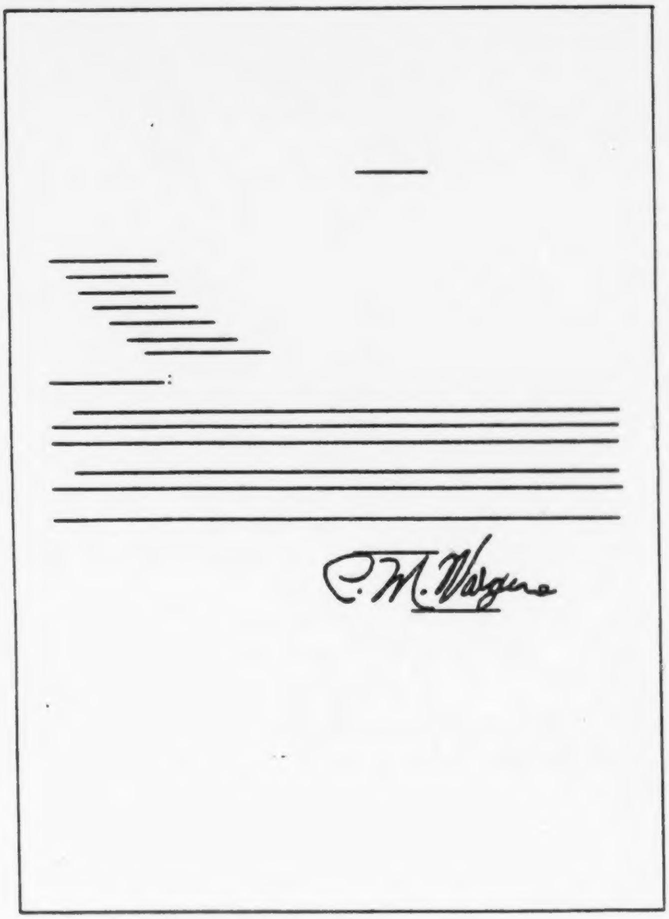
  EXAMPLE:



- Indented

  ☑ **NOTE:** This is the same as semiblocked but with the lines of the inside address and close in stepped indentations.

  EXAMPLE:



OBJECTIVE 13

Select from a list true statements about the correct method of addressing business envelopes.

- Display the same address that appears on the inside address of the letter.
- Type or write the address in single spacing regardless of the number of lines required.

☑ **NOTE:** The U.S. Postal Service is recommending that the address be typed using all capital letters or written using only black ink. This will help as the Postal Service uses more electronic scanners to handle the mail.

- Include the ZIP code *always*.
- Use no symbols or abbreviations unless they are required in specific instances.

☑ **NOTE:** State abbreviations as authorized by the U.S. Postal Service may be used. A list of postal codes is supplied as a Supplement to this unit.

- Type or write special references of a personal, confidential, or routine nature, a triple space below the return address.

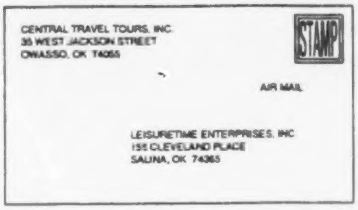
EXAMPLE: Fred T. Jones
The Soundtone System
1007 Fifth Avenue
New York, New York 10075

Confidential

- Type or write special service notations below the stamp and at least three line spaces above the address.

EXAMPLE: Special Delivery, Special Handling, Airmail

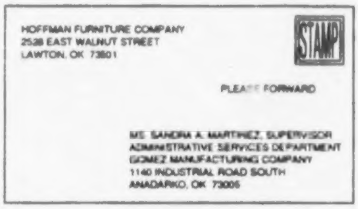
- Include the sender's address in the upper left corner of the envelope *always*.


CENTRAL TRAVEL TOURS, INC.
35 WEST JACKSON STREET
OWASSO, OK 74055

STAMP

AIR MAIL

LEISURETIME ENTERPRISES, INC
155 CLEVELAND PLACE
SALINA, OK 74365


HOFFMAN FURNITURE COMPANY
2528 EAST WALNUT STREET
LAWTON, OK 73501

STAMP

PLEASE FORWARD

MS. SANDRA A. MARTINEZ, SUPERVISOR
ADMINISTRATIVE SERVICES DEPARTMENT
GOMEZ MANUFACTURING COMPANY
1140 INDUSTRIAL ROAD SOUTH
ANADARKO, OK 73005

OBJECTIVE 14 **Complete Assignment Sheet 4.**

OBJECTIVE 15 **Select from a list the basic characteristics of a memorandum.**

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MEMORANDUM

Date: Month, day, and year

To: Name and title

From: Name and title (initials or signature)

Subject: Format of Memorandum

Include an introduction covering purpose, scope, and plan of development.

Develop the body with all necessary information, but also keep it as brief as possible. Most memorandums are one page only.

Summarize the main point(s) in a conclusion and end with the emphasis on what the reader(s) should do next.

*pc: Fred T. Jones, Manager

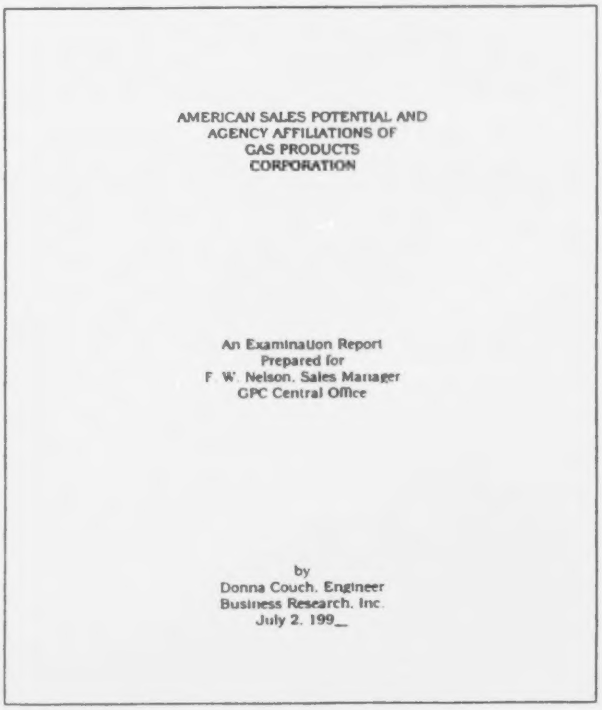
*pc: refers to photocopies

BEST COPY AVAILABLE

- Use a four-part heading aligned with the memo's left margin.
    1. Date: (month, day, and year)
    2. To: (the name of the person or department to whom the memorandum is written)
        - Followed by initials or a signature
    3. From: (the sender's name)
    4. Subject: (topic of the message)
- Do not include a signature in the heading when sent to a group.
- Initial the heading only when the message is intended for individuals.
- Follow a three-part development—introduction, body, conclusion—and use headings in longer examples with several topics.

OBJECTIVE 16 **Complete Assignment Sheet 5.**

OBJECTIVE 17 **Select from a list true statements about a formal report.**



AMERICAN SALES POTENTIAL AND
AGENCY AFFILIATIONS OF
GAS PRODUCTS
CORPORATION

An Examination Report
Prepared for
F. W. Nelson, Sales Manager
GPC Central Office

by
Donna Couch, Engineer
Business Research, Inc.
July 2, 199_

LIST OF ILLUSTRATIONS

TABLE PAGE

I. GPC NATIONAL PRODUCTION 10

II. GPC NATIONAL SALES 11

II. GPC PRODUCTION, NORTHERN DISTRICT ... 15

IV. GPC SALES, NORTHERN DISTRICT 16

FIGURE

1. NUMBER AND LOCATION OF GPC DISTRIBUTORS, UNITED STATES AND CANADA 43

2. PRESENT AND PROPOSED GPC DISTRIBUTORS, UNITED STATES AND CANADA 44

3. PRODUCTION AND SALES COMPARISONS ... 52

TABLE OF CONTENTS

CHAPTER PAGE

SYNOPSIS iv
- I. PURPOSE AND PLAN OF THIS STUDY 1
  - Objectives 1
  - Assumptions 1
  - Scope 2
  - Limitations 3
  - Design 4
    - Data collection 4
    - Data use 6
  - Justification 8
- II. REVIEW OF PREVIOUS FINDINGS 9
  - Research and Development Reports, 1984-199_ 9
  - Robinson-Thrash Project 14
  - VanHook Survey 17
  - Applicability of Earlier Studies 21
- III. DISCUSSION OF PRESENT STUDY 23
  - Search of Company Records 23
  - Questionnaire Survey A 26
  - Questionnaire Survey B 29
  - Interview Survey 1 31
  - Interview Survey 2 33
  - Interview Survey 3 35
- IV. CONCLUSIONS AND RECOMMENDATIONS 41

BIBLIOGRAPHY 46

APPENDIX 50

☑ **NOTE:** These components may or may not be used in informal reports.

- Preliminaries — items that establish a clear understanding of the message
  - Cover or binder — displays the report title and the author's name
  - Flyleaves — one blank sheet at the front and another blank sheet at the back of the report
    - Help protect the other pages
    - Provide room for the reader's comments or notes
  - Title page
    - Shows the full name of the report
    - Identifies the principal reader as well as the author
    - Shows the date the report is submitted
  - Table of contents
    - Occupies a page by itself
    - Shows the chapter or section titles, headings, and subheadings
    - Provides an accurate page number for each heading listed
  - List of tables or figures
    - Occupies a page by itself
    - Shows the visual aids the report contains
    - Displays Roman numerals for tables
    - Displays Arabic numerals for figures, including charts and graphs

      ☑ **NOTE:** The list of tables should precede the list of figures.

    - Provides an accurate page number for each illustration listed

  - Synopsis — summary of the purpose and results of the study; immediately precedes the body of the report

- Body — specific details of the study's introduction, discussion, conclusions, and recommendations
  - Introduction — states the purpose, scope, limitations, and justification of the study; provides a plan of development for the discussion
  - Discussion — states the findings of the study
  - Conclusion — states the results of the study in a logical "summing up"
  - Recommendations — state how the reader should use the conclusions

- Supplements — materials that identify the origins of pertinent information and provide exhibits which are too cumbersome for inclusion elsewhere in the report
  - Bibliography — lists books, publications, or other sources used for the report
  - Appendix — contains items listed in the table of contents, tables, figures, exhibits, and notes
  - Index — helps the reader find specific data quickly; lists the names and page numbers of major and minor items in alphabetical order

Two-Letter State Abbreviations

Alabama	AL
Alaska	AK
Arizona	AZ
Arkansas	AR
California	CA
Colorado	CO
Connecticut	CT
Delaware	DE
District of Columbia	DC
Florida	FL
Georgia	GA
Guam	GU
Hawaii	HI
Idaho	ID
Illinois	IL
Indiana	IN
Iowa	IA
Kansas	KS
Kentucky	KY
Louisiana	LA
Maine	ME
Maryland	MD
Massachusetts	MA
Michigan	MI
Minnesota	MN
Mississippi	MS
Missouri	MO
Montana	MT
Nebraska	NE
Nevada	NV
New Hampshire	NH
New Jersey	NJ
New Mexico	NM
New York	NY
North Carolina	NC
North Dakota	ND
Ohio	OH
Oklahoma	OK
Oregon	OR
Pennsylvania	PA
Puerto Rico	PR
Rhode Island	RI
South Carolina	SC
South Dakota	SD
Tennessee	TN
Texas	TX
Utah	UT
Vermont	VT
Virginia	VA
Virgin Islands	VI
Washington	WA
West Virginia	WV
Wisconsin	WI
Wyoming	WY

May be photocopied for student use.

TM 1

Basic Parts of a Business Letter

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OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

February 3, 199__

Mr. James W. Franklin
1215 Berkshire Drive
Tulsa, OK 14627

Dear Mr. Franklin:

Congratulations! Welcome to the Oklahoma Department of Vocational and Technical Education.

Your work will start in our Stillwater office July 1 at the beginning salary of $1,100 a month. We believe that you will show the kind of progress justifying a higher salary within a reasonable time. You have our confidence and our best wishes.

Cordially,

John H. Doe
Coordinator

dcc

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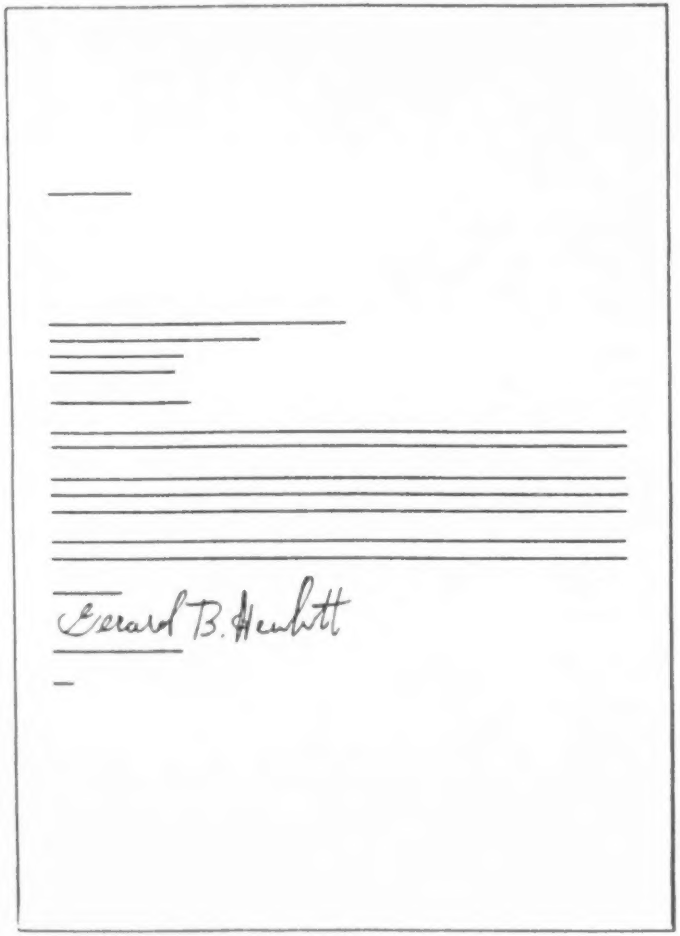
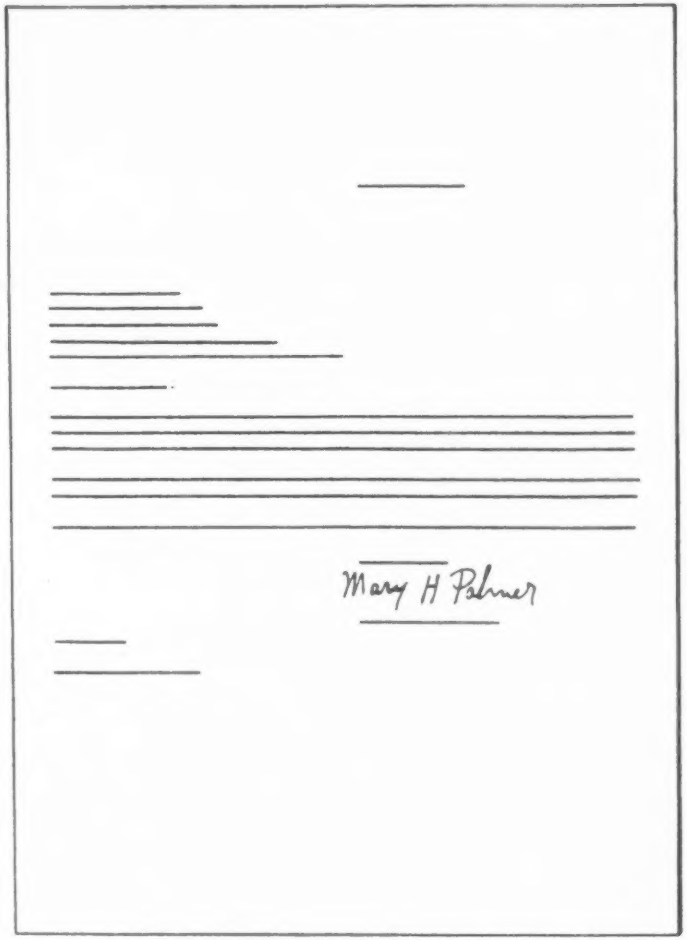
Basic Letter Styles


Gerard B. Hewlitt

Full-blocked


Mary H Palmer

Blocked

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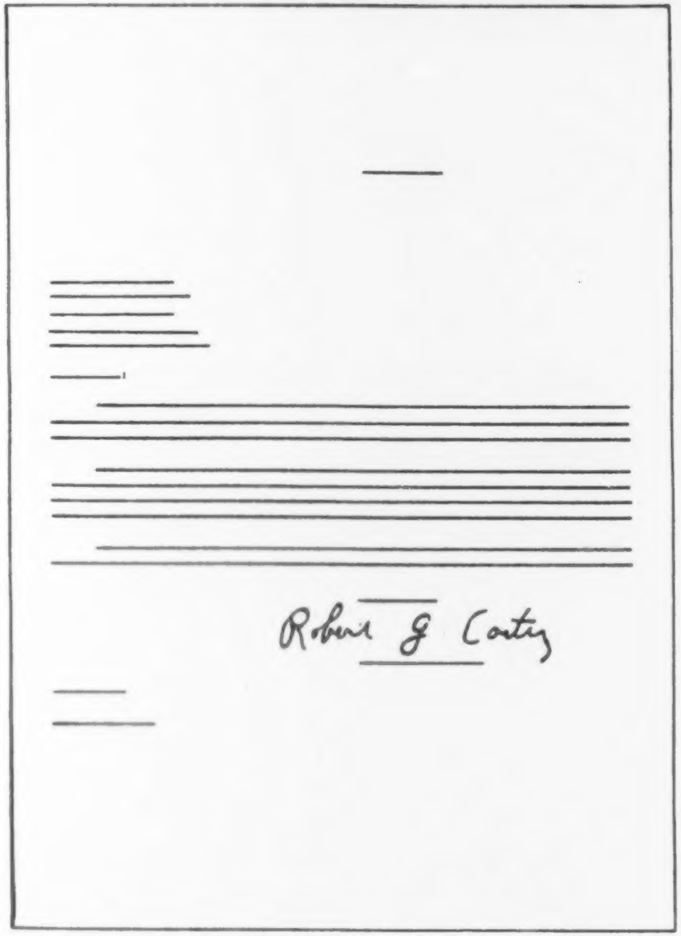
TRANSPARENCY MASTER 2 - Effective Communication

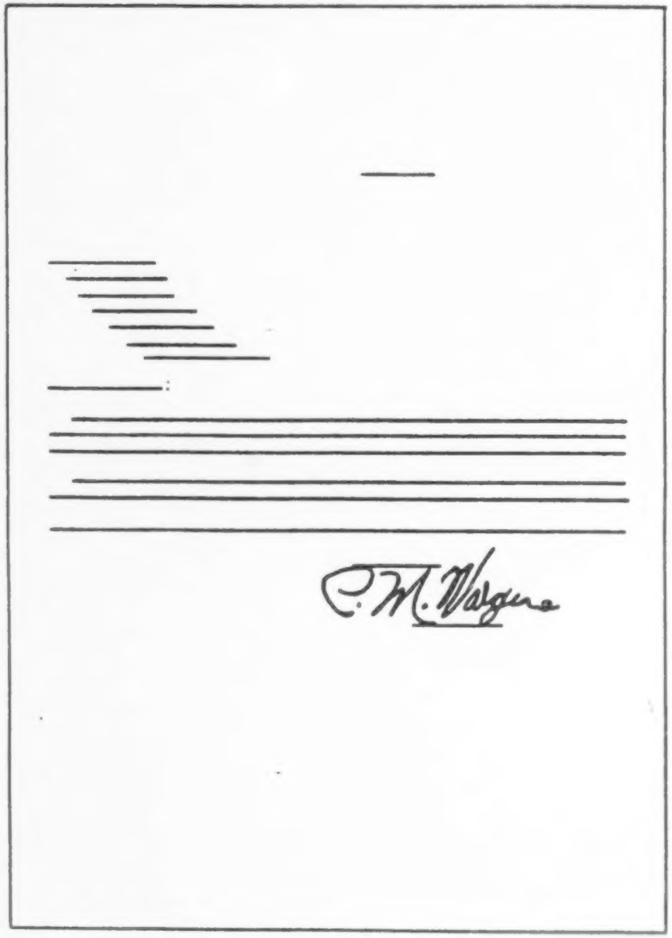
CIMC - 5 - 35

TM 2

Basic Letter Styles (continued)


Robert G Cortez

Semiblocked



Indented

Options for Writing Signer's Identification Line

- **Name, typed and signed, of the one who is sending the letter**

EXAMPLE: **Sincerely yours,**

Fred T. Jones

Fred T. Jones

- **Name, typed and signed, and business title typed of the one who is sending the letter**

EXAMPLE: **Sincerely yours,**

Fred T. Jones

Fred T. Jones
Sales Manager

- **Name signed and the business title typed of the one who is sending the letter**

EXAMPLE: **Sincerely yours,**

Fred T. Jones

Sales Manager

- **Name signed and department typed of the one who signs the letter**

EXAMPLE: **Sincerely yours,**

Fred T. Jones

Sales Department

☑ **NOTE: Because handwritten signatures can be difficult to read, the last two options are not preferred, especially if the reader doesn't know the writer or if return correspondence is expected.**

May be photocopied for student use.

Addressing Envelopes

CENTRAL TRAVEL TOURS, INC.
35 WEST JACKSON STREET
OWASSO, OK 74055

STAMP

AIR MAIL

LEISURETIME ENTERPRISES, INC
155 CLEVELAND PLACE
SALINA, OK 74365

HOFFMAN FURNITURE COMPANY
2528 EAST WALNUT STREET
LAWTON, OK 73501

STAMP

PLEASE FORWARD

MS. SANDRA A. MARTINEZ, SUPERVISOR
ADMINISTRATIVE SERVICES DEPARTMENT
GOMEZ MANUFACTURING COMPANY
1140 INDUSTRIAL ROAD SOUTH
ANADARKO, OK 73005

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Form for a Memorandum

votech
OKLAHOMA DEPARTMENT
OF VOCATIONAL
AND TECHNICAL EDUCATION

MEMORANDUM

Date: Month, day, and year

To: Name and title

From: Name and title (initials or signature)

Subject: Format of Memorandum

Include an introduction covering purpose, scope, and plan of development.

Develop the body with all necessary information, but also keep it as brief as possible. Most memorandums are one page only.

Summarize the main point(s) in a conclusion and end with the emphasis on what the reader(s) should do next.

*pc: Fred T. Jones, Manager

*pc: refers to **p**hoto**c**opies

May be photocopied for student use.

TM 7

Formal Report: Title Page

AMERICAN SALES POTENTIAL AND
AGENCY AFFILIATIONS OF
GAS PRODUCTS
CORPORATION

An Examination Report
Prepared for
F. W. Nelson, Sales Manager
GPC Central Office

by
Donna Couch, Engineer
Business Research, Inc.
July 2, 199_

May be photocopied for student use.

Formal Report: Table of Contents

TABLE OF CONTENTS

CHAPTER	PAGE
SYNOPSIS	iv
I. PURPOSE AND PLAN OF THIS STUDY	1
Objectives	1
Assumptions	1
Scope	2
Limitations	3
Design	4
Data collection	4
Data use	6
Justification	8
II. REVIEW OF PREVIOUS FINDINGS	9
Research and Development Reports, 1994-199_	9
Robinson-Thrash Project	14
VanHook Survey	17
Applicability of Earlier Studies	21
III. DISCUSSION OF PRESENT STUDY	23
Search of Company Records	23
Questionnaire Survey A	26
Questionnaire Survey B	29
Interview Survey 1	31
Interview Survey 2	33
Interview Survey 3	35
IV. CONCLUSIONS AND RECOMMENDATIONS	41
BIBLIOGRAPHY	46
APPENDIX	50

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Formal Report: List of Tables or Figures

LIST OF ILLUSTRATIONS

TABLE PAGE

I. GPC NATIONAL PRODUCTION 10

II. GPC NATIONAL SALES 11

II. GPC PRODUCTION, NORTHERN DISTRICT . . . 15

IV. GPC SALES, NORTHERN DISTRICT 16

FIGURE

1. NUMBER AND LOCATION OF GPC DISTRIBUTORS, UNITED STATES AND CANADA 43

2. PRESENT AND PROPOSED GPC DISTRIBUTORS, UNITED STATES AND CANADA 44

3. PRODUCTION AND SALES COMPARISONS . . . 52

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ASSIGNMENT SHEET 1

WRITING BUSINESS LETTERS AND REPORTS 5

Name ______________________________ Score __________

OBJECTIVE 6 **Organize information.**

INTRODUCTION Organizing your information before you begin writing will help you communicate the information clearly and will help your reader understand your message.

INSTRUCTIONS Read the following case study carefully. Organize the information following the four-step method discussed in objective 5.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

Composition
- Use complete sentences

The Cotton-Bale Manufacturing Company was to ship four bales of refined cotton to the Cimarron Textile Mill via airfreight. The purchase order for the merchandise, P.O. No. 005586, was mailed to Cotton-Bale three weeks ago, and no acknowledgement or response has been made regarding the order. The refined cotton was more expensive at Cotton-Bale, but Cotton-Bale was chosen as the supplier because their sales representative, Bob Smith, promised delivery in one week. Now, Mrs. Whitehead, President of the Cimarron Textile Mill, has told you, "Write those people at Cotton-Bale to find out what the hold-up is on that cotton. If they can't get that stuff up here by the day after tomorrow, just cancel the order! We'll get it locally."

1. ____

____

____

____

____

____

____

2. ____

____

3.

4.

Name ______________________________ Score __________

OBJECTIVE 8

Identify common sentence structure errors.

INTRODUCTION

Being able to identify common sentence structure errors (discussed in objective 7) will help you avoid writing them.

INSTRUCTIONS

The following statements are examples of sentence fragments, loose connections, word omissions, and comma splices. Correct each statement and identify the error.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

1. We have two rush orders, I'll fill them now.

   ____

   ____

2. Order received.

   ____

   ____

3. This publication shows many ways the MT/ST can be used, and your business profits should increase, but a tryout of the machine will cost you nothing.

   ____

   ____

4. Each day we encounter problems. Which require an immediate solution.

   ____

   ____

5. Your order was shipped yesterday. That you called about.

   ____

   ____

6. Speaking to the customer it, suddenly, seemed that I knew him.

____

____

7. Every employee of this company can request the vacation period that he or she prefers which has been part of our policy for ten years.

____

____

8. Help Tom when you can. Because he is a new employee.

____

____

9. We finished our work, and we went to the movies, and we had a good time.

____

____

10. John enjoys writing. Especially reports.

____

____

11. We attended the conference in North Carolina, we won a national office.

____

____

12. Took three days of vacation last week.

____

____

ASSIGNMENT SHEET 3

Name ______________________________ Score __________

OBJECTIVE 10 **Identify methods of achieving paragraph and message unity.**

INTRODUCTION Well-organized business correspondence sends messages in clear, logical order.

INSTRUCTIONS Read the following paragraph and identify the three major achievers of message unity—transitions, modifiers, and parallelism.

Functional Reading
- Follow written instructions

Language
- Use standard grammar, spelling, and capitalization

The Brownie movie camera has a popular wide-angle lens. Moreover, the Brownie gives you both standard and zoom shots with full light meter coordination. By way of contrast, many other movie cameras, at comparable prices, lack the automatic zoom control. In addition, only the Brownie is powered by ordinary flashlight batteries, and cleaning, adjusting, or oiling any Brownie part is always an easy task.

1. List the transitions.

   A. ______________________________

   B. ______________________________

   C. ______________________________

2. List the modifiers.

   A. ______________________________

   B. ______________________________

   C. ______________________________

3. List an example of parallelism. ______________________________

   ____

ASSIGNMENT SHEET 4

WRITING BUSINESS LETTERS AND REPORTS

5

Name ______________________ Score __________

OBJECTIVE 14

Prepare business envelopes for mailing.

INTRODUCTION

Properly addressed business envelopes are easily processed by your organization, the receiver's organization, and the postal services.

INSTRUCTIONS

Using the information below, prepare two envelopes suitable for mailing. If you already know how to type, prepare actual envelopes using a typewriter or computer.

Functional Reading
- Follow written instructions

1. Letter from Mr. Theodore Davids, 1314 West Fifteenth Street, Runningwater, Oklahoma 74074 to Mr. Rex Least, 1516 East Sixth Street, Fort Dodge, Oklahoma 73044. The letter is to be marked Personal.

Language
- Use standard grammar, spelling, and capitalization

Functional Writing
- Complete forms and records

2. Letter from Dr. Bill Redding, 2602 North Park Drive, Rapid City, Oklahoma 75035 to Dr. Fern Green, 1423 Boulder Avenue, Department #96, Waterfall, Nebraska 30557. The letter is to be marked Airmail.

ASSIGNMENT SHEET 5

Name ______________________________ Score ________

OBJECTIVE 16 **Write a memorandum.**

INTRODUCTION

Because organizations need to communicate within their divisions and offices, employers use memoranda which are intended to send messages quickly and efficiently.

INSTRUCTIONS

Using the format in objective 15, write a memorandum to Mr. Bob Jones, your secretary. Tell him about the new part-time employee, Susan Fox, who will start working under his supervision next week. Use the correct format.

Language

- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition

- Use complete sentences
- Use introductory/closing paragraphs

WRITTEN TEST

WRITING BUSINESS LETTERS AND REPORTS 5

Name ______________________ Score __________

OBJECTIVE 1

Match terms associated with writing letters and reports to their correct definitions. Write the correct letters in the blanks.

A. inside address
B. formal report
C. signer's identification line
D. letterhead
E. body
F. salutation
G. memorandum (memo)
H. complimentary close
I. date line
J. reference initials
K. trade association journals
L. house magazines
M. audience

____ 1. All the material between the salutation and the complimentary close; the message

____ 2. Month, day of the month, and the year the communication was prepared

____ 3. Written exchange of ideas between individuals, departments, or branches of one organization

____ 4. "Goodbye" of the letter

____ 5. Name, address, and company of the person to whom the letter is written; appears on the first page of business letters

____ 6. Signature, typed name, and title of the person who is sending the letter

____ 7. Firm's name, address, telephone number, and/or symbol to identify the nature of the firm's business; usually appears at top of stationery

____ 8. The abbreviations used to identify the one who signs the letter and the typist

____ 9. Presenting business information and data in report form

____ 10. Magazine produced by a company to build morale among employees

May be photocopied for student use

_____ 11. Publication printed by a nonprofit organization to disseminate information about the industry

_____ 12. Opening greeting of the letter

_____ 13. Intended receiver(s) of communication, written or spoken

OBJECTIVE 2

Select from a list true statements about the basic parts of a business letter. Write an "X" before true statements.

- Letterhead

_____ 1. Usually preprinted at the top of the stationery

_____ 2. Appears on every page of the correspondence

_____ 3. Not necessary for individuals

_____ 4. Appears only on the first page of the correspondence

_____ 5. Must always include the company name, address complete with zip code, and telephone/fax number

_____ 6. Doesn't have to include the sender's address or telephone/fax numbers

_____ 7. Must be manually prepared by individuals with no pre-printed stationery

- Date line

_____ 1. Should not include such abbreviations as -st, -nd, -d, -rd, or -th after the day of the month, i.e. 1st, 2nd, 3rd

_____ 2. Should by typed two lines below the salutation

_____ 3. Should not be written in figures alone

_____ 4. Should always be blocked at the left margin

_____ 5. Should be typed two lines below the printed letterhead

May be photocopied for student use.

- Inside address

____ 1. May be omitted

____ 2. Should be typed or written with at least three blank lines between the date line and the first line of the inside address

____ 3. *Must* include the ZIP code on the last line of the address, following the city and state

____ 4. Includes the name and address of the person writing the letter

____ 5. Should always be typed or written in at least three lines; may be four or more lines

____ 6. Include the two-letter abbreviation of the state as authorized by the U.S. Postal Service.

____ 7. Should not contain the abbreviations of names of streets, cities, or counties

____ 8. Should always be typed at the right margin

- Salutation

____ 1. Precede and follow by one blank line.

____ 2. Always block at the right margin.

____ 3. Always block at the left margin.

____ 4. Indent five spaces from the left margin.

- Body

____ 1. Should be courteous

____ 2. Leave one blank line between paragraphs.

____ 3. Is always confined to a depth of two inches

____ 4. Should be typed two spaces below the letterhead

____ 5. Must have accurate information presented in the proper form

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____ 6. Should have a positive tone

____ 7. Keep the message brief.

____ 8. Should never use transition words

____ 9. May indent paragraphs five spaces.

____ 10. Say what is meant simply and directly.

____ 11. Concentrate on the reader's interest and viewpoint.

- Complimentary close

____ 1. Does not need to correspond to the formality or informality of the salutation

____ 2. Should have only the first word capitalized

____ 3. Should be typed or written with one blank line between the last line of the body and the closing

____ 4. Should correspond to the formality or informality of the salutation

- Reference initials

____ 1. Is not necessary to repeat the signer's initials in the reference line if his/her name is typed in the identification line

____ 2. Is typed one blank line below the signer's identification line

____ 3. Includes such special reference notations as "confidential" or "personal"

____ 4. Blocked at the left margin

OBJECTIVE 3

State the options used in writing the signer's identification line.

- ____
- ____
- ____
- ____

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OBJECTIVE 4

Write the forms for a second page heading.

•

•

OBJECTIVE 5

List in order guidelines for organizing information. Place a "1" beside the first guideline; a "2" beside the second, etc.

_____ A. Decide on your purpose for writing and the receiver's purpose for reading.

_____ B. Decide how to unify the data into a coherent message.

_____ C. Decide what data to state.

_____ D. Decide what order to follow in stating the data.

OBJECTIVE 6

Evaluated on Assignment Sheet 1.

OBJECTIVE 7

Match common sentence structure errors to their correct descriptions. Write the correct letters in the blanks.

A. word omission
B. sentence fragment
C. comma splice
D. loose connections

_____ 1. Excessive use of conjunctions, especially *ands* and *buts*

_____ 2. Words left out that are required to make the message clear

_____ 3. Placing a comma between statements of two complete ideas

_____ 4. Incomplete statement

OBJECTIVE 8

Evaluated on Assignment Sheet 2.

May be photocopied for student use.

OBJECTIVE 9

Match methods of achieving paragraph and message unity to their correct descriptions. Write the correct letters in the blanks.

A. modifiers
B. parallelism
C. transitions
D. topic sentence

_____ 1. Words, phrases, and clauses that purposely limit the interpretation of other sentence elements

_____ 2. Controlling idea for an entire paragraph

_____ 3. Words, phrases, sentences, even whole paragraphs that carry the reader from one idea to the next

_____ 4. Coordinating elements by using the same grammatical structure: used when ideas similar in character and importance are presented together

OBJECTIVE 10

Evaluated on Assignment Sheet 3.

OBJECTIVE 11

Distinguish between good and poor business statements. In the blanks, place a "G" before each good business statement and a "P" before each poor business statement.

_____ 1. This is to acknowledge receipt of your letter.

_____ 2. Please advise us of the action you intend to take.

_____ 3. Thank you for your check for $81.20.

_____ 4. I received your order of February 8, which I duly acknowledge.

_____ 5. Enclosed (or attached) is a duplicate bid.

_____ 6. As you instructed, we are crediting your account.

_____ 7. Thank you for writing me about...

_____ 8. I have your letter of October 9.

_____ 9. We are in receipt of your check for $81.20.

_____ 10. I have received your letter and thank you for the same.

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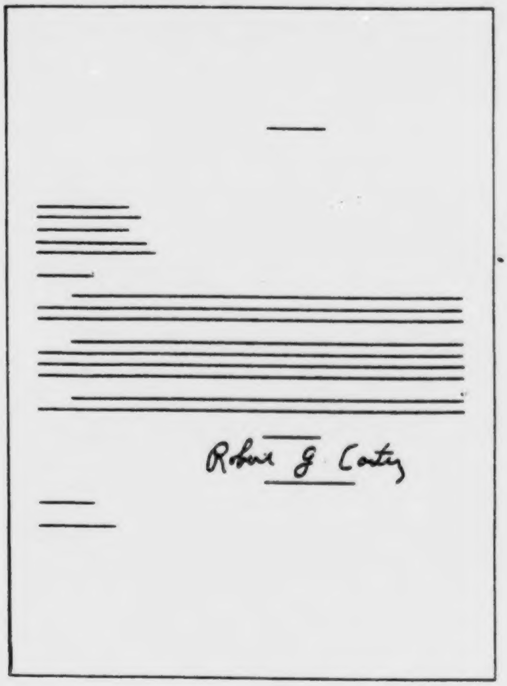
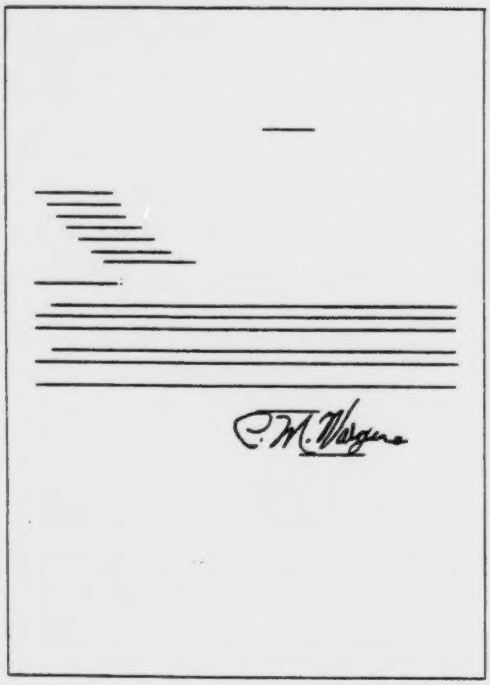
OBJECTIVE 12 **Identify basic letter styles.** Write your answers in the blanks.

1. __________________________

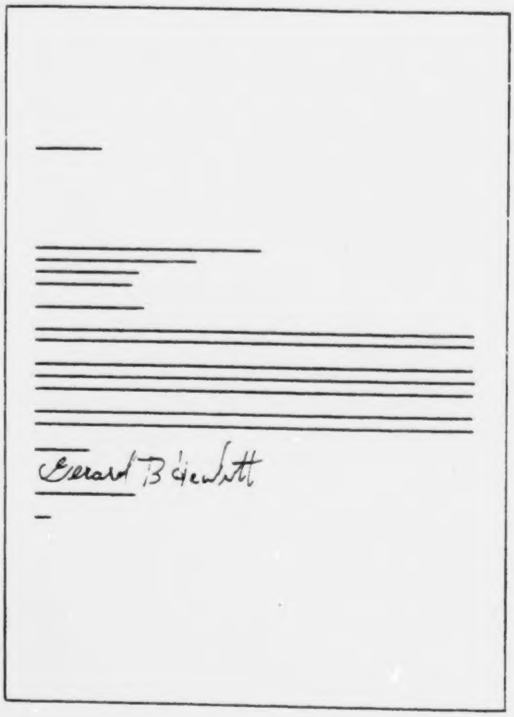


2. __________________________

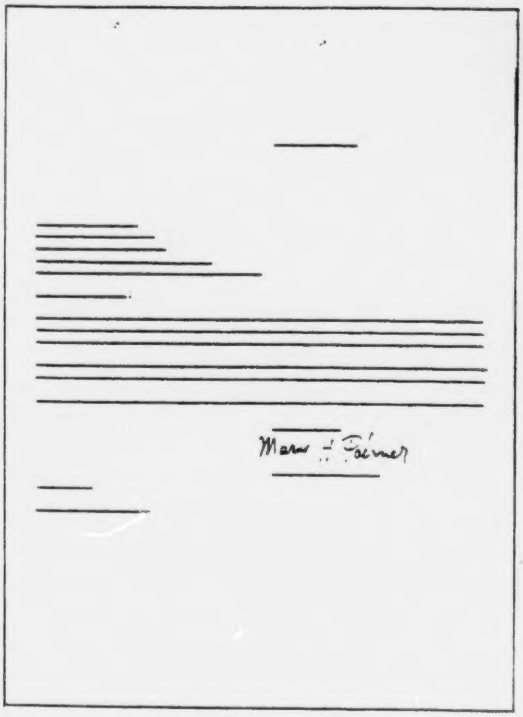


May be photocopied for student use.

3. ______________________



4. ______________________



OBJECTIVE 13

Select from a list true statements about the correct method of addressing business envelopes. Write an "X" in the blanks before true statements.

_____ 1. Should always include the sender's address in the upper left corner of the envelope

_____ 2. Should not contain symbols or abbreviations unless they are required in specific instances

_____ 3. Should be addressed in double spacing regardless of the number of lines required

_____ 4. Is not necessary for the inside address of the letter and the envelope address to be the same

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_____ 5. Placement of the ZIP Code in the envelope address is optional.

_____ 6. Should display special references of a personal, confidential, or routine nature, a triple space below the return address, and three spaces from the left edge of the envelope

_____ 7. Should display special service notations below the stamp and at least three line spaces above the address

OBJECTIVE 14 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 15 **Select from a list the basic characteristics of a memorandum.** Write an "X" in the blanks before true statements.

_____ 1. Should only be initialed when the message is intended for individuals

_____ 3. Should include a signature when sent to a group

_____ 3. Should follow a three-part development

_____ 4. Should use a two-part heading consisting of *To* and *From*

OBJECTIVE 16 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 17 **Select from a list true statements about a formal report.** Write an "X" in the blanks before true statements.

_____ 1. The synopsis is a summary of the purpose and results of the study; should immediately precede the body of the report.

_____ 2. The table of contents shows the chapter or section titles, headings, and subheadings and occupies a page by itself.

_____ 3. The flyleaves are of no serviceable use to the report or the reader.

_____ 4. The list of tables or figures shows the visual aids that the report contains.

_____ 5. The title page is a summary of the report.

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_____ 6. The body includes an introduction, a discussion, a conclusion, as well as some recommendations.

_____ 7. The supplements include the bibliography, appendix, and index.

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ASSIGNMENT SHEETS

OBJECTIVE 6

Assignment Sheet 1

Step 1. Decide your purpose for writing and the receiver's purpose of reading.

The Cimarron Textile Mill has not received their order of cotton and will cancel the order unless it can be in their office by the day after tomorrow.

Step 2. Decide what data to state.

Our purchase order No. 005586 was mailed three weeks ago, July 3. Bob Smith promised delivery in one week. We need to have immediate delivery.

Step 3. Decide what order to follow in stating the data.

Refer to the purchase order number first. Then mention the date the order was mailed and the type of merchandise ordered; specify the date you were promised delivery. Tell them you must cancel the order if they can't ship immediately.

Step 4. Decide how to unify the data into a coherent message.

On July 3, 19___, we mailed you our purchase order No. 005586 for four bales of refined cotton.

Mr. Bob Smith told us we could expect the shipment in one week, but, as of today, we have not received the order.

We need to get this material immediately. If you cannot have the order in our office by the day after tomorrow perhaps we will purchase it from our local supplier.

We will appreciate your prompt attention to this matter.

OBJECTIVE 8

Assignment Sheet 2

Test answers may vary slightly.

1. Comma splice
   We have two rush orders. I'll fill them now.

2. Word omission
   We received your order today.
3. Loose connection
   Your business should profit from increased efficiency and decreased costs through the many uses of our MT/ST. A try-out is free.

3. Loose connection
   Your business should profit from increased efficiency and decreased costs through the many uses of our MT/ST. A try-out is free.

4. Fragment
   Each day we encounter problems which require an immediate solution.
5. Fragment
   The order you called about was shipped yesterday.
6. Comma splice
   I recognized the customer.
7. Loose connection
   Every employee can request the vacation period he or she prefers. It has been our policy for ten years.
8. Fragment
   Help Tom when you can. He is a new employee.
9. Loose connection
   We finished our work and then had a good time at the movies.
10. Fragment
    John especially enjoys writing reports.
11. Comma splice
    We attended the conference in North Carolina where we won a national office.
12. Word omission
    I took three vacation days last week.

OBJECTIVE 10

Assignment Sheet 3

1. A. Moreover
   B. By way of contrast
   C. In addition
2. A. Many
   B. Only
   C. Always
3. Cleaning, adjusting, or oiling

OBJECTIVE 14 | **Assignment Sheet 4**

1.

DR. BILL REDDING
2602 NORTH PARK DRIVE
RAPID CITY, OK 75035

AIRMAIL

DR. FERN GREEN
1423 BOULDER AVENUE
DEPARTMENT #96
WATERFALL, NE 30557

2.

MR. THEODORE DAVIDS
1314 WEST FIFTEENTH STREET
RUNNINGWATER, OK 74074

PERSONAL

MR. REX LEAST
1516 EAST SIXTH STREET
FORT DODGE, OK 73044

OBJECTIVE 16

Assignment Sheet 5

MEMORANDUM

Date: (Current)
To: Mr. Bob Jones
From: (Your name)
Subject: New Part-time Employee

I have hired Susan Fox to assist you in reorganizing our filing system. Miss Fox is a graduate student at the college and has planned her schedule so that she can be in the office from 1:00 to 4:00 each afternoon. I am placing Miss Fox under your direct supervision for the duration of her employment with us. If you have any questions, please come by and see me.

pc: Seth Tomson

☑ **NOTE:** Although the content of the memorandum does not have to follow this answer exactly, the form should be the same.

WRITTEN TEST

OBJECTIVE 1

1.	E	6.	C	11.	K
2.	I	7.	D	12.	F
3.	G	8.	J	13.	M
4.	H	9.	B		
5.	A	10.	L		

OBJECTIVE 2

- Letterhead

  1, 4, 5, 7

- Date line

  1, 3, 5

- Inside address

  2, 3, 5, 6, 7

- Salutation

  1, 3

- Body

  1, 2, 5, 6, 7, 9, 10, 11

- Complimentary close

  2, 3, 4

- Reference initials

  1, 2, 4

OBJECTIVE 3

1. Name, typed and signed, of the one who is sending the letter
2. Name, typed and signed, and business title typed of the one who is sending the letter
3. Name signed and business title typed of the one who is sending the letter
4. Name signed and department typed of the one who is sending the letter

OBJECTIVE 4

Answer should include the following:

- Name Page number Date

- Name
  Page number
  Date

OBJECTIVE 5

A. 1
B. 4
C. 2
D. 3

OBJECTIVE 6

Evaluated on Assignment Sheet 1.

OBJECTIVE 7

1. D
2. A
3. C
4. B

OBJECTIVE 8

Evaluated on Assignment Sheet 2.

OBJECTIVE 9

1. A
2. D
3. C
4. B

OBJECTIVE 10

Evaluated on Assignment Sheet 3.

OBJECTIVE 11

1. P
2. P
3. G
4. P
5. G
6. G
7. G
8. G
9. P
10. P

OBJECTIVE 12	1. semi-blocked 2. indented 3. full-blocked 4. blocked
OBJECTIVE 13	1, 2, 6, 7
OBJECTIVE 14	**Evaluated on Assignment Sheet 4.**
OBJECTIVE 15	1, 3
OBJECTIVE 16	**Evaluated on Assignment Sheet 5.**
OBJECTIVE 17	1, 2, 4, 6, 7

OBJECTIVE SHEET

GIVING ORAL PRESENTATIONS

6

INTRODUCTION

Effective oral communication can contribute to both personal and professional success. A successful oral presentation requires careful planning and preparation.

UNIT OBJECTIVE

After completing this unit, you will show the following competencies by mastering the activities on the Assignment Sheets and by scoring at least 85% on the Written Test.

SPECIFIC OBJECTIVES

1. Match terms associated with giving oral presentations to their correct definitions.
2. Select from a list general purposes of an oral presentation.
3. Match types of oral presentations to their correct descriptions.
4. Arrange in order guidelines to follow in preparing a successful speech.
5. Select from a list sources for gathering information for a speech.
6. State rules for using quotations and statistics in a speech.
7. Select a topic and gather information for a prepared speech. (Assignment Sheet 1)
8. Write an outline for a prepared speech. (Assignment Sheet 2)
9. Write a prepared speech. (Assignment Sheet 3)
10. State guidelines for the effective delivery of a speech.
11. State ways to practice the effective delivery of a speech.
12. List factors to consider when listening to and evaluating a speech.
13. Give a prepared speech. (Assignment Sheet 4)
14. Evaluate another student's speech. (Assignment Sheet 5)
15. Give a demonstration. (Assignment Sheet 6)

16. Give an illustrated talk. (Assignment Sheet 7)

17. List the steps for presenting welcome addresses, introductions, and awards.

PREPARATION

- Review the unit and plan your presentation.
- Determine the scope and sequence of objectives you add. Design and develop support materials, including evaluation techniques for additional objectives.
- Review the teaching suggestions, and plan classroom activities.
- Determine how you will schedule time for students to demonstrate competence in the required procedures.
- Order materials to supplement the unit.
- Order videos.
- Invite guest speakers.

☑ **NOTE:** Please provide the guest speaker with the specific topic relevant to the unit of instruction ahead of time. You may want to supply the Objective Sheet, Information Sheet, and any other components you want the speaker to cover. Confirm the scheduled appearance two to three days prior to the presentation.

DELIVERY

Objective 1: Match terms associated with giving oral presentations to their correct definitions.

- Use Information Sheet, objective 1 to discuss terms and definitions associated with giving oral presentations.
- Have the students collect pictures from magazines to show different gestures. Display these pictures in the classroom, and ask the students to identify the ideas being communicated by each gesture.
- Assign the students to watch TV commercials for one night. Have them take notes and give a report to the class on which commercials best use gestures to convey their messages.

- Copy entries from the *Reader's Guide to Periodical Literature* to show the class, or take the students to a library where all the volumes of the guide are available. Explain to the students how the guide is used. If your library has electronic resources, ask a librarian to assist the students in using the on-line catalog and data base.

Objective 2: Select from a list general purposes of an oral presentation.

- Use Information Sheet, objective 2 to point out that people give speeches for one of three reasons: to inform, to persuade, or to integrate the members of the audience.

- List the words *inform*, *persuade*, and *entertain* as three column headings on the board. Then conduct a class discussion, asking the students to give examples of speech topics that might fit under these headings. Give each student an opportunity to come up with a speech topic until it seems the possibilities are exhausted.

  EXAMPLE: A speech about encouraging people to join the alumni association should be classified under the *persuade* column.

Objective 3: Match types of oral presentations to their correct descriptions.

- Use Information Sheet, objective 3 to make the students aware of different types of presentations. Stress the importance of selecting the right kind of presentation.

Objective 4: Arrange in order guidelines to follow in preparing a successful speech.

- Use Information Sheet, objective 4 to discuss guidelines for preparing a successful speech.

- Emphasize that knowing your audience is one of the most important aspects of making a successful speech.

- Using a topic and an audience suggested by the students, work through guidelines 1 through 6 with the class.

Objective 5: Select from a list sources for gathering information for a speech.

- Use Information Sheet, objective 5 to discuss sources for gathering information for a speech.

- Discuss with the students how to utilize the various sources.

  EXAMPLE: How to use a table of contents, how to scan an article to determine its usefulness, how to record key information

- Take the students on a field trip to either the school or public library.

Objective 6: State rules for using quotations and statistics in a speech.

- Use Information Sheet, objective 6 to emphasize that although using statistics and quotations in a speech can help the speaker make a point, their use should be limited; when used, they must be quoted precisely and in context, and be correctly credited to a source.

- Show the students how to record quotations and statistics on index cards.

Objective 7: Select a topic and gather information for a prepared speech. (Assignment Sheet 1)

- Check with local organizations such as those listed below to see if they would like to have student speakers and what topics would interest their members.

  - ☐ Optimist Club
  - ☐ Lions Club
  - ☐ Kiwanis Club
  - ☐ Chamber of Commerce
  - ☐ Jaycees
  - ☐ Licensed Practical Nurses Association
  - ☐ Sales and Marketing Executives
  - ☐ Vocational Associations
  - ☐ League of Women Voters
  - ☐ State Education Association
  - ☐ Rotary Club
  - ☐ Toastmasters
  - ☐ Secondary School Principals
  - ☐ State Board of Education

- ☐ Local School Board
- ☐ Chief School Officers
- ☐ Parent-Teacher Association
- ☐ American Legion
- ☐ Century Club
- ☐ Veterans of Foreign Wars
- ☐ Labor Unions (AFL-CIO, UAW, IGW, etc.)
- ☐ Medical Society
- ☐ Other Youth Organizations (School, Vocational, Special Programs, Boy Scouts, etc.)
- ☐ Better Business Bureau
- ☐ Agency to Reduce Crime
- ☐ Women's Club
- ☐ Knights of Columbus
- ☐ Retail Merchants Association
- ☐ Public School Assemblies
- ☐ City Council Meetings
- ☐ House of Representatives and/or Senate
- ☐ Local Business or Industry Board Meetings

- Acquaint the students with opportunities for being guest speakers before they select their speech topics.

- Have the students complete Assignment Sheet 1.

Objective 8: Write an outline for a prepared speech. (Assignment Sheet 2)

- Review the information about outlines presented in Unit 4.

- Use Transparencies 1-4 to review the principal parts and types of outlines.

- Stress that the students will save time if they make outlines before attempting to write their speeches.

- Have the students complete Assignment Sheet 2.

Objective 9: Write a prepared speech. (Assignment Sheet 3)

- Guide the students through the sections of Assignment Sheet 3.

- Have the students turn in each section for evaluation before they proceed to the next section.

Objective 10: State guidelines for the effective delivery of a speech.

- Use Information Sheet, objective 10 to discuss guidelines for the effective delivery of a speech.

Objective 11: State ways to practice the effective delivery of a speech.

- Use Information Sheet, objective 11 to discuss ways to practice delivering a speech.

Objective 12: List factors to consider when listening to and evaluating a speech.

- Use Information Sheet, objective 12 to discuss factors to consider when listening to and evaluating a speech.

- Emphasize that evaluating someone else's speech will assist the students in evaluating the quality of their own speeches because the guidelines for the effective delivery of a speech are essentially the same as the criteria for rating a speech.

- Introduce either a videotape or audio tape you have made of a successful public speaker. After presenting the tape, ask the students to evaluate the strengths of the speaker according to the criteria given in the Information Sheet.

Objective 13: Give a prepared speech. (Assignment Sheet 4)

- Videotape each speech so the students will be able to view their own performances.

- Have the students complete Assignment Sheet 4 by delivering the speeches they have prepared.

- Remind the students that they will evaluate and be evaluated by their classmates. See objective 14.

Objective 14: Evaluate another student's speech. (Assignment Sheet 5)

- Have the students complete Assignment Sheet 5 by evaluating a classmate's speech.

- If time permits, you may want to make additional copies of the score sheet so that the students may evaluate all the speeches made by fellow students.

- With the student's permission, show a representative videotape, and compare the evaluations made by class members.

- After the students have had the chance to make changes in their presentations in response to viewing their own videotape and receiving classmates' evaluations, give the students the opportunity to speak before business or civic groups.

Objective 15: Give a demonstration. (Assignment Sheet 6)

- Have the students complete Assignment Sheet 6.

- If time permits, you may want to make additional copies of the score sheet in Part 2 so the students may evaluate the demonstrations of fellow students.

Objective 16: Give an illustrated talk. (Assignment Sheet 7)

- Have the students complete Assignment Sheet 7.

- If time permits, you may want to make additional copies of the score sheet in Part 3 so the students may evaluate the illustrated talks of fellow students.

Objective 17: List the steps for presenting welcome addresses, introductions, and awards.

- Use Information Sheet, objective 17 to discuss presenting welcome addresses, introductions, and awards.

- Divide the students into small groups, and let them work out various detailed scenarios so that each student has several opportunities to role play welcoming an audience, introducing a guest speaker, or presenting an award.

  EXAMPLE: Welcome an audience of high school athletes, parents, and faculty members to a sports banquet; introduce a college coach as the guest speaker; and present awards to outstanding athletes.

EVALUATION

Pretest

- Give the Written Test as a pretest.

- Determine individual study requirements from pretest results.

- Counsel students individually on pretest results and study requirements.

- Modify materials in the unit or create supplementary materials for individual students as required.

Skill Test

- Evaluate students on Assignment Sheet activities if not previously done.

- Reteach and reevaluate if necessary.

- Modify materials in the unit or create supplementary materials for individual students as required.

Written Test

- Explain to students that they will be asked to demonstrate on the Written Test actions listed in the specific objectives.

- Give the Written Test.

  ☞ **NOTE:** The Written Test may be given in sections if desired.

- Reteach and retest if necessary.

- Review individual and group performance in order to evaluate teaching methods. Adjust the scope, sequence, or instructional approaches for additional lessons as required.

SUGGESTED RESOURCES

Print Media

- Gay, Kathlyn. *Getting Your Message Across: A Skillbook.* NY: MacMillan Publishing Co., 1993.

- Schloff, Laurie and Marcia Yudkin. *Smart Speaking: Sixty-Second Strategies.* NY: Henry Holt, 1991.

- Walton, Donald. *Are You Communicating? You Can't Manage Without It.* NY; McGraw Hill, 1989.

Electronic Media

- *Speaking Effectively to One or One Thousand.* Color, 21 minutes, 1992. This videotape is available on ½-inch or ¾-inch videotape. The purchase price is $755, but the film can be rented. Call or write CRM, 2215 Faraday Ave., Carlsbad, CA 92088; 800 421-0833.

- *Communication By Voice and Action.* VHS, 14 minutes, 1979. Catalog no. 167133. Coronet Films and Videos.

  ☑ **NOTE:** Nonverbal aspects of communication are examined in this video. Nonverbal principles such as voice, body, hands, feet, shoulder, head, and eyes all have something to say when a speaker addresses an audience. The videotape is available to rent from Oklahoma State Audio Visual Center, Stillwater, OK 74078. To order, call: (405) 744-7212.

INFORMATION SHEET

GIVING ORAL PRESENTATIONS

6

OBJECTIVE 1

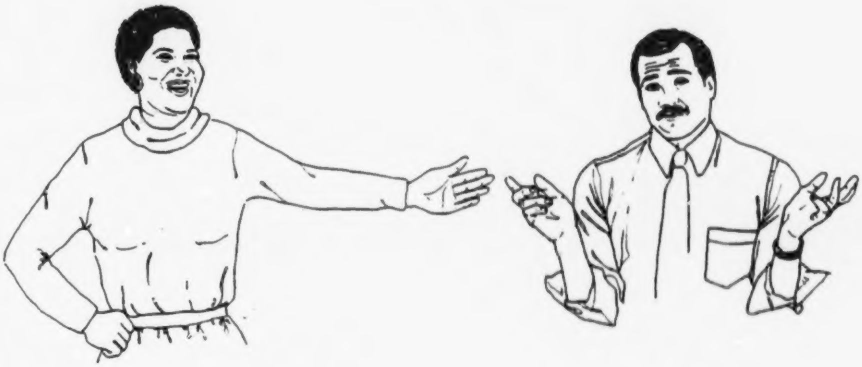
Match terms associated with giving oral presentations to their correct definitions.

- **articulate** — to talk distinctly
- **attitude** — a state of mind or feeling which may be assumed for a specific purpose
- **communication** — exchange of thoughts, feelings, and information by verbal and nonverbal messages
- **context** — interrelationship of words in a paragraph or sentence that makes clear their exact meanings
- **fluency** — quality of being effortlessly smooth and rapid; polished
- **force** — the volume of your voice

  ☑ **NOTE:** Always speak with enough force that everyone in the audience can hear you clearly.

- **gesture** — facial expression or body motion used to emphasize an idea

  EXAMPLE:



- **listening** — receiving, processing, and evaluating verbal and nonverbal messages expressed by a sender for a particular purpose

  ☞ **NOTE:** Receiving, processing, and evaluating the speaker's message involves staying alert, resisting distractions, noting nonverbal cues, and concentrating on what the speaker is saying—really hearing the speaker's message.

- **outline** — logical organization of ideas that forms the framework of an intended piece of communication

- **pitch** — the rise and fall of your voice

  ☞ **NOTE:** You want to talk with the varied cadence of normal speech when giving any oral presentation.

- **poise** — easy, self-possessed assurance of manner

- **quotation** — statement in which another person's words are cited exactly

- ***Reader's Guide to Periodical Literature*** — monthly publication that indexes current magazine articles according to author, subject, and title

  ☞ **NOTE:** The *Reader's Guide to Periodical Literature* may be found in most public libraries.

- **speaking** — using verbal expression to transmit a message to a receiver for a particular purpose

  ☞ **NOTE:** The speaker must use effective verbal skills (proper diction, grammar, pronunciation) as well as effective nonverbal skills (visible body movements, facial expressions, gestures, and posture) to communicate a message.

- **statistics** — data in the form of facts and figures

OBJECTIVE 2 **Select from a list general purposes of an oral presentation.**

- To inform

- To influence or persuade

- To entertain

OBJECTIVE 3

Match types of oral presentations to their correct descriptions.

- **demonstration** — presentation illustrating the step-by-step procedure for performing a task or assignment
- **illustrated talk** — presentation using visual aids and objects to assist in making a point
- **panel discussion** — presentation in which three or more individuals discuss a topic from different points of view
- **prepared speech** — formal presentation following a logical sequence
- **oral report** — presentation covering the facts of a speech, report, or written document

OBJECTIVE 4

Arrange in order guidelines to follow in preparing a successful speech.

1. Choose a subject that is interesting to the audience.
2. Select current references.
3. Record key information.

   EXAMPLE: Write on 3″ × 5″ cards.

4. Develop an outline.

   ☑ **NOTE:** Think about logical order. Make the presentation clear to yourself.

5. Write a rough draft.
   - Present the subject in a striking, different, or unusual manner.
   - Phrase the speech clearly for your audience.
   - Explain any new ideas or terms related to the subject (topic).
6. Revise your rough draft.
7. Write a second draft.

8. Edit the second draft.

9. Type or neatly write your final copy.

10. Practice giving your speech.

OBJECTIVE 5

Select from a list sources for gathering information for a speech.

☞ **NOTE:** Background information is available for the person who will look for it. The following list includes only a few reference possibilities.

- Check personal books.
- Review back issues of trade and business magazines.
- Check school and public libraries.
- Use the *Reader's Guide to Periodical Literature* to locate magazine articles.
- Write to associations.
- Interview a resource person.

  EXAMPLE: President of a civic club, business owner, local politician, newspaper editor
- Contact appropriate federal, state, or county government agencies.
- Check educational facilities and their publications.
- Check newspapers.

OBJECTIVE 6

State rules for using quotations and statistics in a speech.

- Use quotations and statistics only when needed to make a point.

  ☞ **NOTE:** Limit the use of quotations in your speech; the audience wants to hear your opinions, not another author's opinions.

- Make sure the source and date of the information are accurate.

  ☑ **NOTE:** It is common courtesy to cite the author's name, and doing so often helps support your information.

- Keep the true meaning of quotations and statistics.

  ☑ **NOTE:** Use quotations and statistics in their original context.

OBJECTIVE 7 **Complete Assignment Sheet 1.**

OBJECTIVE 8 **Complete Assignment Sheet 2.**

OBJECTIVE 9 **Complete Assignment Sheet 3.**

OBJECTIVE 10 **State guidelines for the effective delivery of a speech.**

- Be neatly groomed.
- Be prepared.

  ☑ **NOTE:** The best way to be prepared is to practice your speech until you know it well and can deliver it smoothly.

- Be enthusiastic and confident.

  ☑ **NOTE:** Recognize that some fear is normal.

- Maintain good posture.
- Maintain eye contact.
- Speak clearly and in a pleasant tone of voice.

  ☑ **NOTE:** Pitch and variations in force can be used to emphasize main points.

- Use appropriate, clearly visible gestures.

  EXAMPLE: Use your hands; vary facial expression

  ☑ **NOTE:** Be yourself; do not overact. Overacting focuses the audience's attention on the speaker, not on the speech.

OBJECTIVE 11

State ways to practice the effective delivery of a speech.

- Practice the speech in front of a mirror.
- Use a tape or video recording for evaluating your delivery.
- Practice giving the speech in front of another person.

OBJECTIVE 12

List factors to consider when listening to and evaluating a speech.

☑ **NOTE:** These factors must be considered from the listener's point-of-view to determine the speaker's true clarity and impact.

- Content of the speech
  - Important and appropriate subject
  - Suitable materials
  - Accurate statements
  - Clear purpose
- Composition of the speech
  - Organized content — clear introduction, body, and conclusion
  - Appropriate language
  - Unified thoughts
  - Proper sentence structure
  - Logical development
  - Accomplished purpose
- Speaker's voice quality
  - Proper pitch
  - Proper articulation
  - Proper force
  - Proper pronunciation
- Speaker's stage presence
  - Appropriate attitude

    - ☐ Ease before audience
    - ☐ Appropriate personality
- Speaker's personal appearance
    - ☐ Neat appearance
    - ☐ Appropriate dress
- Speaker's power of expression
    - ☐ Fluent
    - ☐ Direct
    - ☐ Emphatic
    - ☐ Communicative
    - ☐ Sincere
    - ☐ Clear
- Speaker's response to questions (if any) — Answers reflect the speaker's originality, familiarity with the subject, and the ability to think quickly.
- General effect of the speech — The speech was interesting, understandable, convincing, pleasing, and captivating.

OBJECTIVE 13 **Complete Assignment Sheet 4.**

OBJECTIVE 14 **Complete Assignment Sheet 5.**

OBJECTIVE 15 **Complete Assignment Sheet 6.**

OBJECTIVE 16 **Complete Assignment Sheet 7.**

OBJECTIVE 17 **List the steps for presenting welcome addresses, introductions, and awards.**

☑ **NOTE:** Always stay calm.

Welcome addresses

- State the purpose of the meeting.

- Give your appreciation for the audience's attendance.
- Be brief.

Introductions

- Give brief background information about the speaker.

  EXAMPLE: Schools, organizations, family, hobbies, education, occupations, etc.

- State the title of the presentation (if possible).
- State the speaker's name last.
- Keep the introduction under 1½ minutes.
- Lead the applause.
- Remain at the podium until the speaker arrives at the podium.
- Go behind the speaker to your seat, not in front of the speaker.

Awards

- Explain the importance of the award.
- Introduce the recipient while discussing the recipient's accomplishments.
- Shake the recipient's *right* hand while handling the award with your left hand.

  ☑ **NOTE:** This procedure requires your hands to cross; therefore, you should practice the motion several times prior to the presentation to avoid embarrassment.

- Encourage the recipient to face the audience.
- Lead the applause.

Principal Parts of an Outline

I. **INTRODUCTION:** Attracts the attention of the audience and prepares them for what they will hear

II. **BODY:** Develops the main idea; carries the main points, subdivisions, and supporting details of your message

III. **CONCLUSION:** Summarizes, reviews, urges action; drives home your central idea

May be photocopied for student use.

What Should an Outline Look Like?

TITLE

I. INTRODUCTION

II. BODY

A. First main point

1. Subpoint 1
2. Subpoint 2

B. Second main point

1. Subpoint 1
2. Subpoint 2

III. CONCLUSION

May be photocopied for student use.

Topical Outline Style

TITLE

Disease Cures

- I. **INTRODUCTION**

  Importance of research

- II. **BODY**

  - A. **First Main Point**
    Identification of cause of disease
    - 1. Subpoint 1
    - 2. Subpoint 2

  - B. **Second Main Point**
    Isolation of disease
    - 1. Subpoint 1
    - 2. Subpoint 2

- III. **CONCLUSION**

  Possible cure

May be photocopied for student use

Sentence Outline Style

TITLE

Finding Cures for New Diseases

I. INTRODUCTION

Research of a new disease is essential to finding a cure. Begin with research and end with a possible cure.

II. BODY

A. First Main Point
The initial research begins with locating the cause of the disease.
1. Subpoint 1
2. Subpoint 2

B. Second Main Point
After finding the cause, the disease is isolated and tested.
1. Subpoint 1
2. Subpoint 2

III. CONCLUSION

The result of the testing is a possible cure for the disease.

May be photocopied for student use.

ASSIGNMENT SHEET 1

GIVING ORAL PRESENTATIONS

6

Name ______________________________ Score __________

OBJECTIVE 7

Select a topic and gather information for a prepared speech.

INTRODUCTION

Perhaps the most difficult part of writing a speech is getting started—selecting a topic and gathering information on that topic. In this Assignment Sheet you will be guided through these two "getting started" phases of speech writing.

INSTRUCTIONS

Research and Reference
- Select useful resources
- Locate resources

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Research
- Take notes
- Use note cards

Part 1: Selecting a speech topic

Because you will feel more confident speaking on a topic that is interesting to you, select an area you already know something about or on which you can easily find information. Consider public health or social issues, political events, or school activities and issues.

EXAMPLE: AIDS Awareness, Aid to Dependent Children (ADC) and other welfare programs, professional and amateur athletics, presidential elections, student constitutional rights, etc.

Write some of the ideas you want to develop and questions you want to answer in the space below.

Part 2: Gathering Information

Gathering information to develop your speech topic consists of two stages: (1) selecting possible reference materials and (2) recording key information from those references. To help you through these stages, follow the directions and complete Sections A and B.

A. Reread Information Sheets, objectives 4 and 5, concerning guidelines to follow when gathering information for a speech; then list possible references that may help you find background information to develop your speech topic. List those reference sources on the blanks below.

Selecting possible reference sources:

B. Read the following guidelines for recording information, and then, using the sources you listed in Section A, take notes to help you develop your speech topic. Hand in your notes to your instructor for evaluation.

Recording key information from references:

- Record information on 3″ × 5″ cards.
- If you are in doubt about whether or not to take a note, take it. It is easier to discard a note you do not need than to relocate a source.
- Summarize information in your own words without distorting the original thought.
- Do not copy information word-for-word from the original unless your source concisely sums up a great deal of information and you want to incorporate that quotation into your speech.
- If you copy a quotation, make sure you enclose it in quotation marks so later you will know that the note was quoted verbatim (word for word).
- Cite on each card the source and date of the information you have recorded.

  ☑ **NOTE:** You should probably record the full bibliographic information of the source: author, date, title, and publisher information or magazine information.

Name ______________________________ Score __________

OBJECTIVE 8

Write an outline for a prepared speech.

INTRODUCTION

After gathering information from available sources, the next step in developing a speech is to make an outline.

INSTRUCTIONS

After you have reviewed the notes you took over your reference material, outline your speech, using the space below. Have your instructor evaluate the completed outline.

Reading Comprehension
- Gain factual information
- React to written material

Language
- State ideas clearly

Research
- Outline material

TITLE

____

I. **INTRODUCTION**

____

____

II. **BODY**

A. **First main point**

____

____

1. Subpoint 1

____

____

2. Subpoint 2

____

____

B. **Second main point**

____

____

1. Subpoint 1

____

____

2. Subpoint 2

____

____

III. **CONCLUSION**

____

____

ASSIGNMENT SHEET 3

GIVING ORAL PRESENTATIONS

6

Name ______________________________ Score __________

OBJECTIVE 9

Write a prepared speech.

INTRODUCTION

A well-prepared speech will contain a distinct introduction, an informative discussion (body), and a clear conclusion. Build these parts of your speech in a logical order from the research and outline you have already prepared. Be sure that your vocabulary and details will fit your audience and achieve your purpose.

INSTRUCTIONS

Language
- Use standard grammar, spelling, and capitalization
- State ideas clearly

Composition
- Develop preliminary outline
- Use introductory/closing paragraphs

Part 1

The introduction sets the stage for your speech. Select your words carefully. The introduction should be written in such a manner that the audience can identify with your speech. Make your sentences have meaning.

Using the outline you developed in Assignment Sheet 2, write the introduction to your speech. You may use the space below for your introduction. Have your instructor evaluate your completed introduction.

Speech title: ______________________________

Introduction: ______________________________

____

____

____

____

____

____

____

____

____

Part 2

The body of your speech is the most important part of the speech. This part should be filled with useful information. The speech should flow from one point to another. Use words that have meaning and words that you feel comfortable using. If you use dates and figures, make sure to give the sources. A considerable amount of time should go into preparing this part of your speech.

Using the outline you prepared in Assignment Sheet 2, write the body of your speech. Read through your speech and make modifications as needed. Have your instructor evaluate the completed body of your speech.

Speech title: ________________________________

Body: ________________________________

Part 3

The conclusion should be short and closely tied to the text of your speech. The conclusion should summarize the key points of your speech and call for action if appropriate.

Using the outline you developed in Assignment Sheet 2, write the conclusion to your speech. Use the space below to write your conclusion. Have your instructor evaluate your completed conclusion.

Speech title: ____________________

Conclusion: ____________________

ASSIGNMENT SHEET 4

GIVING ORAL PRESENTATIONS

6

Name ______________________________ Score __________

OBJECTIVE 13

Give a prepared speech.

INTRODUCTION

The time has arrived for you to present the final draft of your speech. To be effective, a speech must be both well-rehearsed and well-written. Begin practicing early so you will have time to follow the guidelines for effective delivery.

INSTRUCTIONS

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Use effective body language
- Present appropriate appearance

The following points may assist you.

- Study and restudy your speech. Make sure that you know your speech; memorize it if necessary.

  ☑ **NOTE:** A good way to memorize your speech is by reading it aloud several times.

- Practice your speech in front of a mirror. This will allow you to practice the use of gestures.
- Tape or video record your speech and play it back. This will give you an opportunity to hear how you sound, or to see and hear how you deliver your speech.
- Practice your speech before friends or family members, and ask for suggestions to improve the content and delivery.

Now that you have studied your speech, you are ready to deliver your speech. The following information will assist you in your delivery.

- Be neatly groomed.
- Be prepared.
- Recognize that some fear is normal.
- Maintain eye contact.

- Maintain good posture.
- Move around purposefully.
- Let all important actions or gestures be seen clearly.
- Speak clearly and in a pleasant tone of voice; use voice control.

ASSIGNMENT SHEET 5

GIVING ORAL PRESENTATIONS

6

Name ______________________________ Score __________

OBJECTIVE 14

Evaluate another student's speech.

INTRODUCTION

In Information Sheet, objective 12 you studied the factors to consider when listening to and evaluating a speech. The items listed in the Information Sheet were based on the score sheet used by the judges at public-speaking contests. In this Assignment Sheet, you will use the official speech-rating sheet to evaluate another student's speech. Remember that evaluating someone else's speech will assist you in evaluating your own speeches.

INSTRUCTIONS

Language
- State ideas clearly

Functional Writing
- Complete forms and records

Listening
- Apply active listening skills
- Draw conclusions/make generalizations

First, read the list below of factors to consider when evaluating the author's speech. Then, evaluate another student's speech by filling in the score sheet. Have your instructor evaluate your completed Assignment Sheet.

1. Record the speaker's name.

   ____

2. Record the title of the speech.

   ____

3. List the main point(s) the speaker made in the introduction to the speech.

   ____

   ____

   ____

4. List the main point(s) the speaker made in the body of the speech.

   ____

   ____

   ____

   ____

5. List the main point(s) the speaker made in the conclusion of the speech.

6. Briefly state the topic of the speech on the lines below.

7. Briefly discuss the speaker's voice quality. (Was the speaker's voice forceful enough? Was his or her pitch pleasing? Did he or she articulate clearly and pronounce correctly?)

8. Discuss the speaker's stage presence and personal appearance. (Was the speaker confident, poised, and at ease before the audience?)

9. Briefly discuss the speaker's power of expression. (How fluent was the speaker? Did the speaker convey the thought and meaning intended? Did the speaker seem sincere?)

10. Briefly discuss the speaker's ability to answer questions (if any) on the speech.

11. Discuss the general effect of the speech upon the audience.

ASSIGNMENT SHEET 6

GIVING ORAL PRESENTATIONS 6

Name ______________________________ Score __________

OBJECTIVE 15

Give a demonstration.

INTRODUCTION

Demonstrations are much easier to develop and give than are other types of presentations. Thorough preparation, however, is important before giving the demonstration.

INSTRUCTIONS

Language
- State ideas clearly

Composition
- Develop preliminary outline

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Use effective body language
- Present appropriate appearance

Part 1

Select a topic that interests you, and give a demonstration. Use the following worksheet to help you prepare your demonstration.

TOPIC: ____

1. What tools and equipment do you need?

- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____
- ____

- ______________________________
- ______________________________
- ______________________________

2. What visuals do you need?
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________
   - ______________________________

3. Where will you present the demonstration? ______________

   ____

   ☑ **NOTE:** Remember, everyone in the room must be able to see your demonstration. Always check the room arrangement before giving your demonstration.

4. Having identified your topic and listed the equipment and tools needed, prepare your demonstration. Use the following information to assist you.
   - Make sure that your topic is current and that you are thoroughly familiar with the content.
   - Develop your demonstration.
   - Practice your demonstration and revise as necessary.
   - Review the time frame; your demonstration should not be longer than five minutes.

- Make sure that the visuals used during your demonstration are large enough to be seen by everyone in attendance.
- Make sure that all of your tools and equipment are available, in working condition, and clean.
- Check the meeting place several days prior to giving the demonstration to view the seating arrangement and the equipment available.
- Make sure that safety procedures are followed while giving the demonstration.

Part 2

This part of the Assignment Sheet will be used by the instructor or another student to evaluate your demonstration. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your demonstration.

1. What was the length of the demonstration? ______________

2. Did the demonstration follow a logical sequence?
Yes _____ No _____

3. Did the demonstrator speak in a clear, distinct tone?
Yes _____ No _____

4. Was the demonstration interesting? Yes _____ No _____

5. Could the demonstration be seen clearly? Yes _____ No _____

   Were all visuals large enough to be seen? Yes _____ No _____

6. Were proper safety procedures followed? Yes _____ No _____

   If no, what safety procedures were not followed? __________

   ____

   ____

   ____

   ____

7. Did the demonstrator have all of the necessary tools and equipment? Yes _____ No _____

8. What, if any, tools were missing? ______________________

9. Rate the demonstrator:

Excellent _____
Good _____
Fair _____
Poor _____

10. What were the strengths of the demonstration? ____________________

11. What were the weaknesses of the demonstration?

12. In what ways could the demonstration be improved?

ASSIGNMENT SHEET 7 — GIVING ORAL PRESENTATIONS

Name ______________________________ Score __________

OBJECTIVE 16 **Give an illustrated talk.**

INTRODUCTION

Use interesting and relevant visuals when giving an illustrated talk. This will enhance your presentation and allow you to capture and hold the attention of your audience.

INSTRUCTIONS

Language
- State ideas clearly

Composition
- Develop preliminary outline
- Construct graphics and symbols

Oral Presentation
- Make informative presentations
- Use good speaking techniques
- Select/use words effectively
- Use effective body language
- Present appropriate appearance
- Integrate audio and/or visual materials into oral presentations

Part 1

1. Select a topic that interests you.

   TOPIC: ______________________________

2. Determine where the talk will be given. ______________________________

   ____

   ☑ **NOTE:** People must be able to see your visuals during the talk. Check the room arrangement before giving your talk.

3. Select and prepare visuals from the list below. Select types of visuals you will be using and write a brief description of each.

   - Charts ______________________________

     ____
   - Models ______________________________

     ____
   - Posters ______________________________

     ____
   - Photographs ______________________________

     ____
   - Actual objects ______________________________

     ____

- Transparencies ______________________________

  ____

- Other ______________________________

  ____

4. List the equipment you will need.

   - ______________________________
   - ______________________________
   - ______________________________

Part 2

Now that you have selected your topic, identified where the talk will be given, and determined the types of visuals you will need, you can start preparing your talk. The following information may be helpful to you.

- Make sure that the topic you selected is timely and that you feel comfortable with the topic.
- Review the time frame; the talk should not be longer than three minutes.
- Your visuals are the key to your presentation. Make sure they are large enough to be seen at the back of the room. Colors make your visuals stand out better and emphasize selected points.
- Arrange your visuals according to the points you wish to make.
- Practice your talk several times, paying close attention to your time.
- Handle your visuals skillfully:
  - ☐ Gesture to the visual as well as to the audience.
  - ☐ Using a pointer, point to the visual to illustrate specific points.
  - ☐ Place used visuals at the back of the stack or to the side, and continue your talk.

Part 3

This part of the Assignment Sheet will be used by the instructor or another student to evaluate your illustrated talk. Read through the evaluation carefully. It will assist you in knowing what points to check before giving your talk.

1. What was the length of the talk? ____________________

2. Did the talk hold the attention of the audience?
   Yes _____ No _____

3. Did the talk follow a logical sequence? Yes _____ No _____

4. Could the visuals be clearly seen from the back of the room?
   Yes _____ No _____

5. Were the visuals appropriate for the topic?
   Yes _____ No _____

6. Rate the use of visuals:

   Overused _____

   Used appropriately _____

   Used very little _____

7. Did the presenter handle the visuals skillfully?
   Yes _____ No _____

8. Rate the presenter's delivery:

   a. Voice

      Volume _____

      Speed _____

      Tone _____

      Inflection _____

      Comments: ____________________

      ____

b. Stage presence

1) Was the presenter dressed appropriately?
Yes ______ No ______

Comments: ____

____

2) Was the presenter at ease before the audience?
Yes ______ No ______

Comments: ____

____

3) Was the talk interesting, understandable, convincing, pleasing? Did it hold the audience's attention?
Yes ______ No ______

Comments: ____

____

9. What were the strengths of the talk? ______________________

____

____

____

____

____

10. What were the weaknesses of the talk? ____________________

____

____

____

____

____

11. Rate the illustrated talk:

Excellent _____

Good _____

Fair _____

Poor _____

12. In what ways could the talk have been improved?

____

____

____

____

____

WRITTEN TEST

GIVING ORAL PRESENTATIONS

6

Name ______________________________ Score __________

OBJECTIVE 1

Match terms associated with giving oral presentations to their correct definitions. Write the correct letters in the blanks.

A. speaking
B. communication
C. *Reader's Guide to Periodical Literature*
D. quotation
E. statistics
F. gesture
G. articulate
H. attitude
I. fluency
J. poise
K. force
L. outline
M. listening
N. context
O. pitch

_____ 1. Easy, self-possessed assurance of manner

_____ 2. A state of mind or feeling which may be assumed for a specific purpose

_____ 3. Facial expression or body motion used to emphasize an idea

_____ 4. Statement in which another person's words are cited exactly

_____ 5. Exchange of thoughts, feelings, and information by verbal and nonverbal messages

_____ 6. To talk distinctly

_____ 7. Data in the form of facts and figures

_____ 8. Quality of being effortlessly smooth and rapid; polished

_____ 9. Monthly publication that indexes current magazine articles according to author, subject, and title

_____ 10. Interrelationship of words in a paragraph or sentence that makes clear their exact meanings

_____ 11. Logical organization of ideas that forms the framework of an intended piece of communication

May be photocopied for student use.

____ 12. Using verbal expression to transmit a message to a receiver for a particular purpose

____ 13. Receiving, processing, and evaluating the verbal and nonverbal messages expressed by a sender for a particular purpose

____ 14. The rise and fall of your voice

____ 15. The volume of your voice

OBJECTIVE 2

Select from a list general purposes of an oral presentation. Write an "X" in the blanks before correct answers.

____ 1. To entertain

____ 2. To persuade

____ 3. To procrastinate

____ 4. To judge

____ 5. To evaluate

____ 6. To inform

OBJECTIVE 3

Match types of oral presentations to their correct descriptions. Write the correct letters in the blanks.

A. demonstration
B. prepared speech
C. oral report
D. illustrated talk
E. panel discussion

____ 1. Presentation covering the facts of a speech, report, or written document

____ 2. Presentation in which three or more individuals discuss a topic from different points of view

____ 3. Presentation illustrating the step-by-step procedure for performing a task or assignment

____ 4. Presentation using visual aids and objects to assist in making a point

____ 5. Formal presentation following a logical sequence

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OBJECTIVE 4

Arrange in order guidelines to follow in preparing a successful speech. Write a "1" before the first step, a "2" before the second step, etc.

____ A. Choose a subject that is interesting to the audience.

____ B. Edit the second draft.

____ C. Type or neatly write your final copy.

____ D. Select current references.

____ E. Record key information.

____ F. Develop an outline.

____ G. Write a second draft.

____ H. Write a rough draft.

____ I. Practice giving your speech.

____ J. Revise your rough draft.

OBJECTIVE 5

Select from a list sources for gathering information for a speech. Write an "X" in the blanks before correct answers.

____ 1. Use the *Reader's Guide to Periodical Literature* to locate magazine articles.

____ 2. Check personal books.

____ 3. Ask your best friend.

____ 4. Check school and public libraries.

____ 5. Check newspapers.

____ 6. Review back issues of trade and business magazines.

____ 7. Contact appropriate federal, state, or county government agencies.

____ 8. Look in a dictionary.

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____ 9. Write to associations.

____ 10. Interview a resource person.

____ 11. Make up your own.

____ 12. Check educational facilities and their publications.

OBJECTIVE 6 **State rules for using quotations and statistics in a speech.** In the blanks below, write three rules for using quotations and statistics in a speech.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 7 **Evaluated on Assignment Sheet 1.**

OBJECTIVE 8 **Evaluated on Assignment Sheet 2.**

OBJECTIVE 9 **Evaluated on Assignment Sheet 3.**

OBJECTIVE 10 **State guidelines for the effective delivery of a speech.** List seven in the blanks below.

- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________
- ______________________________

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OBJECTIVE 11

State ways to practice the effective delivery of a speech. In the blanks below, write three ways to practice the effective delivery of a speech.

- ______________________________
- ______________________________
- ______________________________

OBJECTIVE 12

List factors to consider when listening to and evaluating a speech. Write the number of factors specified for each area in the blanks.

- **Content of the speech** (List two)
  - ☐ ______________________________
  - ☐ ______________________________
- **Composition of the speech** (List three)
  - ☐ ______________________________
  - ☐ ______________________________
  - ☐ ______________________________
- **Speaker's voice quality** (List two)
  - ☐ ______________________________
  - ☐ ______________________________
- **Speaker's stage presence** (List two)
  - ☐ ______________________________
  - ☐ ______________________________
- **Speaker's personal appearance** (One)
  - ☐ ______________________________

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- **Speaker's power of expression** (List three)
  - ☐ ______________________________
  - ☐ ______________________________
  - ☐ ______________________________
- **Speaker's response to questions** (List one)
  - ☐ ______________________________
- **General effect of the speech** (List one)
  - ☐ ______________________________

OBJECTIVE 13 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 14 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 15 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 16 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 17 **List the steps for presenting welcome addresses, introductions, and awards.** In the blanks, write the steps for each type of presentation.

Welcome addresses

- ______________________________
- ______________________________
- ______________________________

Introductions

- ______________________________
- ______________________________
- ______________________________

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- ____
- ____
- ____
- ____

Awards

- ____
- ____
- ____
- ____
- ____

May be photocopied for student use.

ASSIGNMENT SHEETS

OBJECTIVE 7 **Assignment Sheet 1**

Evaluated to the satisfaction of the instructor

OBJECTIVE 8 **Assignment Sheet 2**

Evaluated to the satisfaction of the instructor

OBJECTIVE 9 **Assignment Sheet 3**

Evaluated to the satisfaction of the instructor

OBJECTIVE 13 **Assignment Sheet 4**

Evaluated to the satisfaction of the instructor

OBJECTIVE 14 **Assignment Sheet 5**

Evaluated to the satisfaction of the instructor

OBJECTIVE 15 **Assignment Sheet 6**

Evaluated to the satisfaction of the instructor

OBJECTIVE 16 **Assignment Sheet 7**

Evaluated to the satisfaction of the instructor

WRITTEN TEST

OBJECTIVE 1

1.	J	6.	G	11.	L
2.	H	7.	E	12.	A
3.	F	8.	I	13.	M
4.	D	9.	C	14.	O
5.	B	10.	N	15.	K

OBJECTIVE 2

1, 2, 6

OBJECTIVE 3

1.	C
2.	E
3.	A
4.	D
5.	B

OBJECTIVE 4

A.	1	F.	4
B.	8	G.	7
C.	9	H.	5
D.	2	I.	10
E.	3	J.	6

OBJECTIVE 5

1, 2, 4, 5, 6, 7, 9, 10, 12

OBJECTIVE 6

Answer should include all of the following in any order:

- Use quotations and statistics only when needed to make a point.
- Make sure the source and date of the information are accurate.
- Keep the true meaning of quotations and statistics.

OBJECTIVE 7

Evaluated on Assignment Sheet 1.

OBJECTIVE 8

Evaluated on Assignment Sheet 2.

OBJECTIVE 9

Evaluated on Assignment Sheet 3.

OBJECTIVE 10

Answers should include the following:

- Maintain eye contact.
- Maintain good posture.
- Be neatly groomed.
- Be prepared.
- Be enthusiastic and confident.
- Speak clearly and in a pleasant tone of voice.
- Use appropriate, clearly visible gestures.

OBJECTIVE 11

Answer should include all of the following in any order:

- Practice the speech in front of a mirror.
- Use a tape or video recording for evaluating your delivery.
- Practice giving the speech in front of another person.

OBJECTIVE 12

- **Content of the speech** (Answer should include any two of the following.)
    - ☐ Important and appropriate subject
    - ☐ Suitable materials
    - ☐ Accurate statements
    - ☐ Clear purpose
- **Composition of the speech** (Answer should include any three of the following.)
    - ☐ Organized content
    - ☐ Appropriate language
    - ☐ Unified thoughts
    - ☐ Proper sentence structure
    - ☐ Logical development
    - ☐ Accomplished purpose
- **Speaker's voice quality** (Answer should include any two of the following.)
    - ☐ Proper pitch
    - ☐ Proper articulation
    - ☐ Proper force
    - ☐ Proper pronunciation
- **Speaker's stage presence** (Answer should include any two of the following.)
    - ☐ Appropriate attitude
    - ☐ Ease before audience
    - ☐ Appropriate personality

- **Speaker's personal appearance** (Answer should include one of the following.)
    - Neat appearance
    - Appropriate dress
- **Speaker's power of expression** (Answer should include any three of the following.)
    - Fluent
    - Direct
    - Emphatic
    - Communicative
    - Sincere
    - Clear
- **Speaker's response to questions**
    - Answers reflect the speaker's originality, familiarity with the subject, and the ability to think quickly.
- **General effect of the speech**
    - Speech was interesting, understandable, convincing, pleasing, and captivating.

OBJECTIVE 13 **Evaluated on Assignment Sheet 4.**

OBJECTIVE 14 **Evaluated on Assignment Sheet 5.**

OBJECTIVE 15 **Evaluated on Assignment Sheet 6.**

OBJECTIVE 16 **Evaluated on Assignment Sheet 7.**

OBJECTIVE 17 Answer should include the following:

Welcome addresses

- State the purpose of the meeting.
- Give your appreciation for the audience's attendance.
- Be brief.

Introductions

- Give brief background information about the speaker.
- State the title of the presentation (if possible).
- State the speaker's name last.
- Keep the introduction under 1½ minutes.
- Lead the applause.
- Remain at the podium until the speaker arrives at the podium.
- Go behind the speaker to your seat, not in front of the speaker.

Awards

- Explain the importance of the award.
- Introduce the recipient while discussing the recipient's accomplishments.
- Shake the recipient's *right* hand while handling the award with your left hand.
- Encourage the recipient to face the audience.
- Lead the applause.